

'Growing together, Learning forever'



Woodstone Community Primary School **Feedback Policy**

Date: March 2019

Date for review: March 2022

Woodstone Community Primary School

FEEDBACK POLICY

At Woodstone CPS, we recognise the importance of feedback as an integral part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching within the course of the lesson, including whiteboards, bookwork, lolly stick feedback, talking partners etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a teaching assistant to provide support or further challenge</p> <p>May re-direct the focus of teaching or the task</p>	<p>Lesson observations/learning walks/ whole class feedback sheets.</p>

Summary

Takes place at the end of a lesson or activity

Lesson observations/learning walks

Often involves whole groups or classes

Some evidence of self – and peer-assessment

Provides an opportunity for evaluation of learning in the lesson

Quiz and test results may be recorded in books or logged separately by the teacher

May take the form of self or peer- assessment against an agreed success criteria.

May take the form of a quiz, test or score on a game.

In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.

May involve children identifying their own next step (the next step should be the next lesson)

Feedforward:

'the next step is the next lesson'

For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.

Lesson observations/learning walks

Evidence in books of pupils editing and redrafting their work in purple pen

Whole class feedback sheets/ whole class feedback of positives, common misconceptions etc

Non-negotiables are analysed daily and errors and misunderstandings addressed

in subsequent lessons, in particular in maths.

Summative

'Check it' activities

Check it activities in books

End of unit or term tests or quizzes

Quiz and test results

Mastery Checkpoints

Guidance for teachers

Proof reading and editing in writing lessons

Most extended writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses (whole class marking sheet which are then fed forward to the children)

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as the sophistication of the writing; the actual content. Where individual children have done particularly well or have found something particularly hard, the teacher will make a note and use the child's work in the lesson as a teaching point (with permission from the child)

The editing lesson will be divided into sections

Proofreading

Changing punctuation, spelling, handwriting and grammar mistakes (there should be zero tolerance for non negotiables)

Editing

Improving their work to improve the composition.

The proofreading section will usually be short, whereas the editing element may take the rest of the lesson. A carousel approach to proofreading and editing may be used if appropriate, with children drawn to different foci.

Examples of teaching which might take place in the editing section of the lesson:-

Selecting a pupils' work to use as a good example of what the teacher wants to reinforce, for example, the teacher might showcase someone whose letter heights have the ascenders and descenders just right and then ask pupils to look at their own work and rewrite one sentence, making sure they are paying attention to letter heights.

Selecting a pupils work that showcases a common error within the class (for instance missing out full stops) This should be done with the child's permission and presented as an opportunity to get support from their peers with something we all find tricky.

The teacher Sharing some spelling errors that several children are making, and reminding children of the correct spelling and how to remember it. Then giving children a short period of time to proof read their work, checking for similar errors and putting them right.

Children sitting in mixed ability pairs and support each other in the identification and correction of mistakes.

Editing

Examples of teaching which might take place in the editing section of the lesson:-

Showing a couple of pieces of work where children have achieved the learning objective, for example where the LO was to write a high quality character description and then pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous child with permission or a fictional piece. The children could then suggest together how this might be improved and model how we might do this, for instance using an asterisk to add in a new section, or an editing flap .

In pairs children could read together each other's work, and suggest improvements, alterations and refinements which the author of the piece could then add in.

The teacher could work with several children during the editing session one to one, refining and improving their work, focussing on making the writing more appropriate to the audience/ more interesting to the reader/ more fit for purpose. This is an opportunity for the teacher to make explicit the process of editing, which some children find very difficult.

Intervening when children find editing hard

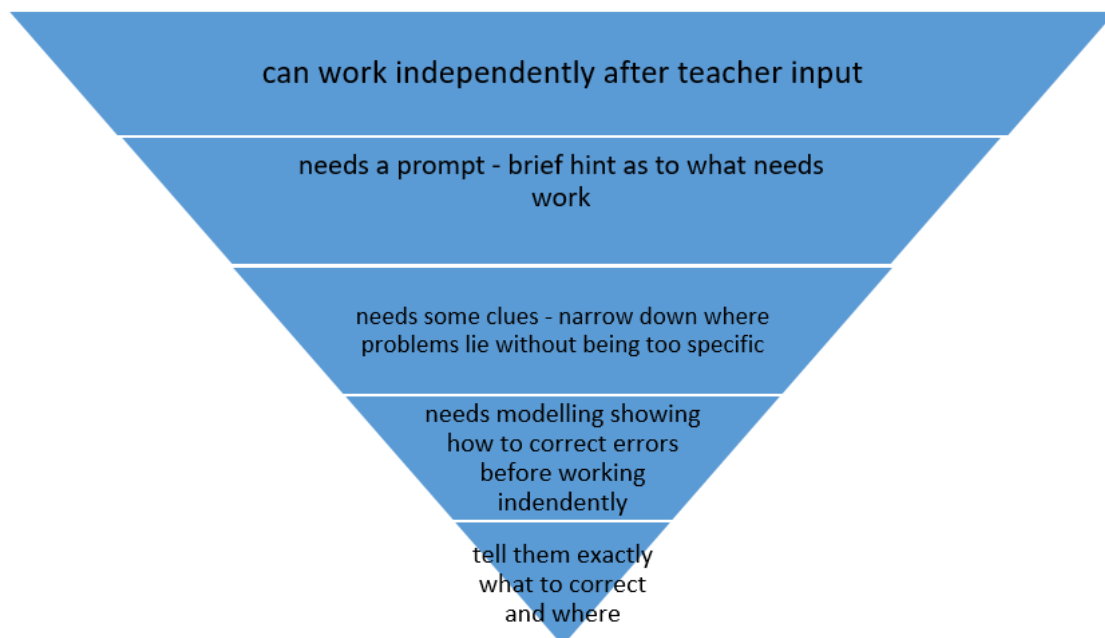
A few children will need more support in order to be successful at improving their own work. Younger children in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use minimal intervention, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language'. This would be in addition to, and not instead of, the teacher modelling editing before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a pink box around a section of text to narrow down the

search area for the pupil, alongside the comment that there are speech marks/ inverted commas missing or tenses mixed up or the same sentence structure over-used. Another approach is to write a comment at the end of the piece saying there are 8 run-on sentences or 5 instances of non-standard English etc, so that the child has something to aim for and focus the mind.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

The strategical minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need explicitly teaching about what an ever better piece of writing might look like.

The teacher might also:

*Set group or individual challenges, "before you've finished editing, you need to have altered the structure of two sentences to improve the way your writing sounds, for example.

* Use their work in the teaching part of the lesson in order to explicitly model what making the writing better would look like.

Feedback in maths –

Teachers and children gain valuable feedback about how much maths teaching is being retained in the longer term from the weekly basic skills tests, half termly assertive mentoring tests and termly cornerstones tests. This information should be used to revisit taught areas where learning is not yet secure and to inform future planning. 'Mastery checkpoints' and quizzes also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through a pre teach or post teach.

Within maths lessons children self-select the level of challenge – bronze, silver and gold. Each level will have elements of fluency practice, reasoning and problem solving over a two lesson period.

In terms of day to day maths learning, in KS2 teachers should have the answers to fluency questions available and after a few calculations, children should check their answers themselves. That way if they have got the wrong end of the stick and misunderstood something, they can seek support in a timely fashion. Another benefit is that less confident children might want to start at the least complex level of task provided, but with instant feedback available in the form of marking their own work and getting their first few calculations correct, they might feel confident to move to the next level. Another strategy which might be used is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find out who has gone wrong and why.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention. They should then be tasked with 'teaching' the other child, meaning that both children are provided with a high quality learning opportunity.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposefully; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long-term memory, available to be recalled at will. As Daniel Willingham says 'memory is the residue of thought.' So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using

a visualiser, teachers should show children how to check work as we go, returning to the question and ticking off each line –writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

15 ✓ Adult cinema tickets cost $\pounds 7.25 \times 3 = \pounds 21.75$
 ✓ Children's cinema tickets cost $\pounds 5 \times 6 = \pounds 30$
 ✓ A family buys 3 adult tickets and 6 children's tickets. $= \pounds 51.75$
 ✓ They split the cost equally between the 3 adults. $\pounds 17.25$

? How much does each adult spend on cinema tickets?

Show your working

$$\pounds 7.25 \times 3 = \pounds 21 + 75p = \pounds 21.75$$

$$\pounds 5 \times 6 = \pounds 30$$

$$\begin{array}{r} \pounds 21.75 \\ \pounds 30.00 \\ \hline \pounds 51.75 \end{array}$$

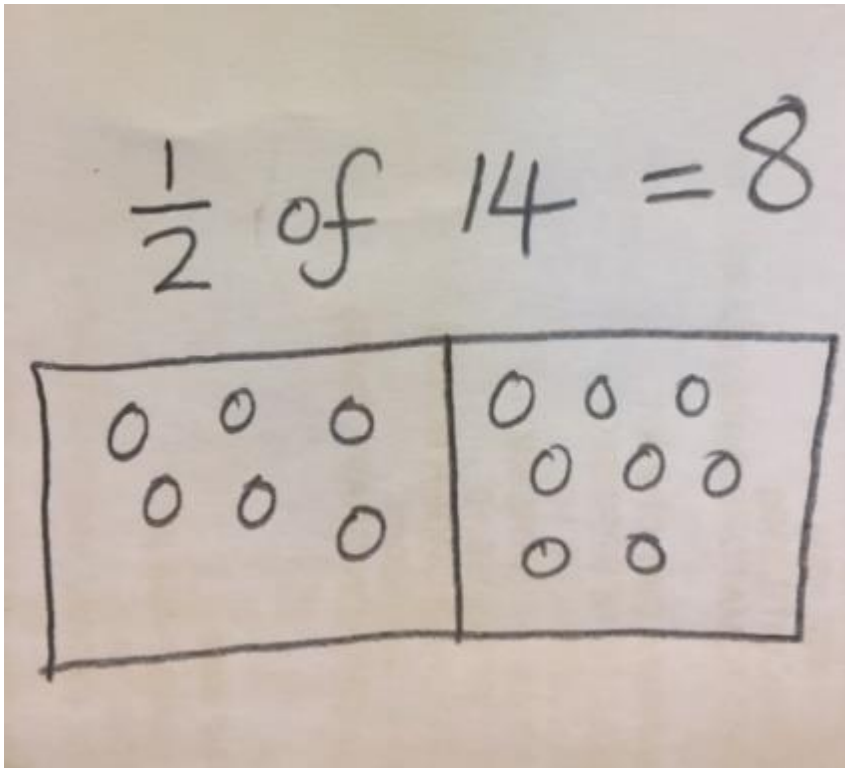
$$3 \overline{) 51.75}$$

£ 17.25

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.

An example of incorrect work which might be provided for children to check.



Adopted March 2019

With thanks to St Matthias Primary School, whose marking and feedback policy has been used to shape our own.