

Feedback on Learning Policy

Introduction

Providing effective feedback to children on their learning has a profound influence on the motivation and self-esteem of children, both of which are crucial to learning. We expect every classroom to demonstrate an ethos and environment in which children can enjoy, reflect, improve and grow in confidence. Effective feedback follows effective assessment and thus it is crucial that staff have high expectations, are clear on the direction and pedagogy for the learning and focus on quality outcomes. To achieve high quality outcomes staff must apply a range of high quality assessment processes in order to fully understand where pupils are, what pupils need next and why.

Teachers must plan for effective assessment and thereby feedback, by being clear on what they expect from pupils, what learning should take place and using contexts and areas of interest to engage the pupils. Teachers must then share clear, developmental learning intentions and steps to success with pupils to enable them to bridge the gap between what is known and what is unknown effectively, and at pace. Expectations for how pupils will work, along with quantity and quality of learning need to be made explicit in every lesson and implicitly within the classroom itself through the displays and prompts. Teachers must then model the skills, attitudes and processes required for pupils to develop their learning, assessing as they go, in a variety of ways, in order that effective feedback can take place.

Feedback on learning is effective when:

- Pupils understand the learning intention focus of each lesson/activity
- Pupils are clear of the high expectations for how to work along with quality and quantity expectations
- Pupils are engaged, enthused, motivated and given confidence
- Effort is praised regularly and in multiple ways (refer to Positive behaviour management policy) to support the development of self-esteem and maintain motivation
- The learning that has taken place, the key skills the learning has required alongside the effort is what is praised rather than the outcome.
- Teachers are assessing pupils analytically in relation to motivation, skills and knowledge development
- Feedback is giving in a timely manner –during the lesson, and at the end of the lesson / before the next
- Teachers draw on assessment and feedback given to inform planning
- Teachers draw on assessment and feedback to inform and support information sharing about progress with Parents
- Pupils are informed daily of their individual performance, both orally and in written form
- Pupils understand and where possible, can see, their own progress
- It is utilised to inform teachers' planning, groupings and target setting
- Pupils are clear on the necessary steps to make improvements
- There is a clear ethos within the classroom that demonstrates to children that 'challenge' means that new learning is taking place, that learning is important, can happen at pace and can happen for all pupils. Children talk about their '**learning**' not their 'work'. We use terms like 'challenge' rather than 'hard'
- Pupils respond to their learning daily by undertaking peer and self-critique, having been taught to do so and are able to demonstrate feeling safe to speak freely about their mistakes.
- Language of learning is used throughout the lesson
- Feedback is consistently applied to all pupils, in all areas of learning

The outcomes of effective feedback are:

- Pupils develop as confident, motivated, reflective learners
- Pupils make rapid and sustained progress
- Pupils develop skills, knowledge, and values
- Pupils develop a growth mind-set and perceive making mistakes as a useful part of their journey
- Pupils can transfer learning and make connections

Feedback Expectations:

- Feedback will be utilised daily, in and after every lesson / before the next.
- Every lesson / piece of learning will start with a clear learning intention
- A green pen will be used for all written comments / coding
- Marking will role model handwriting and presentation expectations
- Will be underpinned by quality assessment – careful listening, reading or reviewing of learning.
- The schools' marking code will be applied consistently and accurately
- Presentation of work will be commented upon and developed with pupils through editing and critiquing.
- House points and stickers are used as a reward for effort and the skills required for learning
- Pupils will self-assess daily in all lessons, using codes and comments as necessary
- Pupils will engage in peer assessment at least weekly in English and maths and at least half termly in all other subject areas, using critique skills.
- Pupils will engage in a self-assessment at the end of every 'block' of learning
- Oral feedback will be used constantly in lessons and referenced in books where appropriate
- Targets will be given to pupils in a time frame that ensures their pace of learning is rapid and sustained
- Targets will be given to pupils in reading, writing and mathematics. Targets will be written in pupils books when set by using a T: or the word Target: (e.g. T: Full stops and capital letters or Target: Full stops and capital letters)
- Targets will also be written on pupils' individual target sheets
- Teachers will reference evidence of targets being met twice, and on the third time the target will be deemed achieved and a new target will be set. When a target is achieved it will be referenced in pupils books (Target Achieved) and marked by date in pupils' individual target cards.
- For English and Maths pupils will have their work marked 'in depth' **at least** once a week
- Foundation subjects will show evidence of 'in depth' marking at least once every half term and **at the stage feedback can have maximum impact.**
- Marking codes are to be displayed in the classroom
- Marking codes are to be explained to all pupils, and referenced when teaching as appropriate
- All books must be marked fairly and equally and comments about content made in accordance with the Equal Opportunities Policy. Expectations should be consistent regardless of gender, ethnicity, class or religion.
- When providing feedback on learning, teachers comments and written feedback must take into account the developmental age and level of English that the child has. This might mean that teachers use more of the visual marking codes rather than in depth oral or written comments.
- Steps to success will either be provided for or developed with the children and then modelled by the teacher to demonstrate how the learning intention can be achieved. They will be visually displayed for the pupils in order that they can be referenced throughout the lesson and may be differentiated.
- Stamps are not used

Types of feedback utilised:

1. Oral Feedback

Children are engaged in conversation / told how successful they have been in achieving the learning. This takes place throughout every lesson, with as much detail and specificity about the success and learning that has taken place as is feasible along with clarity on how to make further improvements. Pupil targets should be referenced regularly through oral feedback to keep them 'live' within the learning.

Children should be taught to engage in developing oral feedback for themselves and in giving and receiving oral feedback / critique to others very regularly. This will be used alongside all forms of assessment including when asking questions, during various interactive teaching strategies such as the use of mini whiteboards, number/letter fans, yes/no cards, whole class/group marking of a piece of work, paired talk, guided reading, guided group work, paired / group / individual tasks.

Feedback and therefore assessment that takes place throughout the lesson may reshape the lesson in order to ensure the greatest amount of learning is made by the largest amount of pupils in the most efficient use of time. This may mean adapting the lesson on the spot to reinforce any prior learning, address any misconception, modelling by the teacher or introducing the next step to extend their learning.

2. Acknowledgement feedback

Children are shown how well they have done through the use of coding and or a comment within the lesson and after every lesson.

The schools marking code is applied consistently and accurately.

Feedback will tell the child whether they have achieved the learning intention, partially achieved it or not achieved it via a code.

Feedback identifies where a child has received oral feedback and the key element of that feedback.

3. In depth feedback

Children are shown how well they have done through the use of coding **and** a detailed comment showing 3 things the pupil has done well and at least 1 improvement (next step response task) that the pupil is required to undertake straight away.

Targets make up in depth feedback and will be given when appropriate in order to maintain pace within learning. These have a longer evidence collection expectation, but no longer than half termly for most pupils. Evidence seen of the target being met will be coded within the marking.

4. Peer and self-assessment

These are not a replacement for teacher marking and feedback. They are important additional forms of assessment that must be taught and which engage children in becoming reflective and independent.

They help children to understand their progress in learning and identify next steps in their learning that can be used in addition to oral and written feedback from teachers.

Teachers build in time during lessons for reflection in a variety of structured ways.

Pupils edit work / analyse and critique own learning in a different colour pen (either black or blue) or pencil (writing pencil) to the work, in order that the new learning can be seen.

When marking handwriting:

Handwriting should always be marked **in 'real time' alongside** the children maintaining an overview to ensure all children benefit equally from teachers' feedback. Ticks should be given for correct formation, size, ascension, line placement etc. Where children are forming letters incorrectly or their orientation on the line is incorrect, the teacher should re-model the correct version.

When marking Spelling

Incorrect spelling of key vocabulary which has been introduced to the children during the lesson/unit of work should be highlighted and corrected, as should other words that children are consistently spelling wrong or are those that should be known in relation to the child's age and stage. Children should practise learning them during Early Bird Time or as part of their weekly spelling test.

Emergent Writing

To help children develop the idea that print conveys meaning and the use of spacing, teachers should write out what the child has written underneath (if it cannot be read), and mark against the learning intention. The child's writing should receive a tick for every correctly spelt word and a tick above each correct sound of an incorrectly spelt word. This type of feedback on learning should be done as part of a guided writing group, so the child understands what the ticks mean and so the teacher is confident of what it says. The teacher should also use this time to provide oral and or written feedback against the learning intention.

Maths

To help children to develop the correct orientation of numbers the teacher should write the correct orientation of the number by the incorrectly orientated number and the child should practise writing the number. Correct use of the squared pages is expected and will be commented upon and remodelled for pupils where necessary. If children have grasped the concept, errors should be marked with a '.' and all correct calculations ticked. If the child has made lots of errors, abandon marking and model some correct answers, then amend your planning and address the issue in your next lesson. Reasoning and any writing will be expected to be marked as above, with the same expectations for spelling and handwriting.

Art/ Design and technology/ final outcomes in all subjects

Pupils will reflect on their learning and skill development at all stages on the art work or as part of the record behind the DT product. The final outcome however will be held in high esteem and will be a piece for pride (and teachers) and any reflections, comments or assessment will therefore be recorded on the next available page within the book. This allows final outcomes to be copied for display and to signify the end point in a topic

Supply Teachers

Supply teachers (particularly those covering PPA time), should be informed about the marking policy and should mark all work before leaving the school. Handouts will be provided at the office at the start of each day for supply teachers and all staff should ensure this takes place.

Monitoring

Staff are encouraged to regularly self – monitor to reflect upon the learning taking place within their own classes. This combined with utilising peer critique will enable staff to continue learning about their own pupils to further inform their planning and teaching and keep them engaged in the feedback process themselves. Members of the Leadership Team, as well as Subject Leaders, carry out termly monitoring, including monitoring of books, to ensure the policy is effectively being implemented. Monitoring outcomes are shared and monitored by the Governing Body through termly Head Teacher reports.

Key elements of teaching that support quality feedback:

- Teachers should discuss with children, at the start of a unit of work, what they already know about the topic.
- Concept mapping and mind maps should be used often as devices to help children put together their initial thoughts.
- Displays in the classroom should be used to provide visual representations of outcomes alongside the progress made within the coverage of the unit of work and connections to future learning.

- Classrooms should be language rich –supporting pupils to develop spelling and utilise key vocabulary
- Teachers should model handwriting and presentation expectations through display and their modelling
- A wide range of questioning should be planned for and used to elicit high order thinking from pupils
- Learning intentions are displayed for every lesson
- Steps to success are used in every lesson
- Teachers are clear of where the learning is going, to ensure pupils create the best possible outcome
- Differentiation is well thought out
- Resourcing is effective
- Lessons are given purpose and contexts

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