MELLERS PRIMARY SCHOOL
FEEDBACK TO CHILDREN POLICY
## January 2018

Principles of feedback

1. Feedback is explicit about individual success and aspects that need attention.
2. Feedback is regular – weekly star marking for English and maths, annotated walts and verbal feedback throughout the learning.
3. Feedback is timely – the more immediate / shorter time taken between feedback and pupil repsonse, the more effective it is in having imapct on learning.
4. Feedback is managable – whilst valuing the process, we recognisethe importance of managing the workload of feedback to maintain a healthy work life balance and prioritise time to plan from it.
5. Feedback is a dialogue between children and adults regarding progress, success and areas to target
6. Children are given time to act on feedback. Children should spend longer responding to feedback that it takes the teacher to give it. Feedback should make children think.
7. Peer and self assessment are used effectively. They link to the success criteria to support children's comments and add value to them. RAG self assessment linked to how teachers mark giving it equal value.

Equal Opportunities

Every child at Mellers is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate method of feedback and the strategies used to help children understand and respond to it ensures this occurs.

Purposes of feedback

It is very important that the feedback is a two-way process. Pupils need to know where they are, where they need to get to and how they are going to get there. AfL can descend into gimmickry unless we use the feedback from pupils to plan or adapt our future teaching. Evidence from assessment for learning practice can indicate to the teacher where more time is needed and where it can be saved, so that we do not become slaves to schemes of work- From Penyrheol 10 Features of Effective Lessons- Explicit AfL

Teacher

Feedback Loop

Student
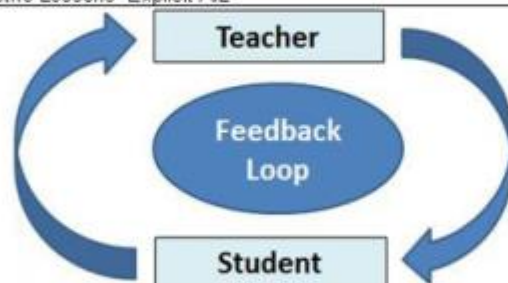
When we have found out where pupils are and we know where they need to get to, we can then focus on helping to get them there. When we formatively assess pupil work, we need to provide feedback to help "close the gap" between where they are and where we want them to be. From Penyrheol 10 Features of Effective Lessons- Explicit AfL

For teachers

1. Establishes a teacher / pupil dialogue about learning.
2. Demonstrates children's knowledge and skills achieved
3. Indicates where revision or repetition is needed, the next step for learning
4. Sets the context in which the work was undertaken e.g. "you have worked well with your partner".
5. Can sensitively indicates pupil's personal circumstances which may have a bearing upon work quality
6. Helps determine groups for learning, providing a review of the range of achievement
7. Provides a sense of achievement e.g. self assessment of success in meeting teaching objectives
8. Informs future planning, including changes in medium or short term planning

For children

1. Provides a personal response
2. Acknowledges achievements
3. Encourages children to reflect upon their efforts to preserve and strive for excellence
4. Allows children to interact with the adult giving feedback
5. Teaches children that feedback on areas to develop or targets is a normal, positive step in learning new skills.
6. Teaches children that feedback on their work is an essential element of the learning process designed to support positively and not to criticise destructively.

For parents and other audiences

1. Reflects the impact of quality first teaching, assessment for learning
2. Indicates points for individual development and progress
3. Shows what the school values in children's work
4. Demonstrates Mellers expectations
5. Shows how the teacher has worked with and acknowledged the efforts of their child.

Process of written feedback

Written feedback can be given on any piece of children's work. Not all work will be "quality marked". Teachers need to decide whether work will simply be acknowledged or given detailed attention. We use the star method of marking for at least one piece of maths and English work per week. Extended writing is marked using a success criteria, with additional comments / star marking throughout the pieces, usually during the lesson so the child can respond immediately.
The process of marking is established at the beginning of the lesson. The learning objective, W.A.L.T. (We Are Learning Today), and success criteria, W.I.LF., (What I'm Looking For) are shared with the children, according to age and ability. The children gain

a clear purpose and focus for the lesson and understand how they are to achieve the set learning objective. The teacher expectations for an individual or group can be set at this time and children are prepared to achieve, rather than guessing what the teacher wants. We encourage children to be actively involved in this process. The learning objective is written down for the children to see and is recorded into children's books, using it for a title for working. This has a number of useful purposes:

- As a marking criteria to prevent "over marking"
- As an on going diagnostic record of achievement
- To track learning objectives taught, transferred from planning, achieved (child progress).
- To give the work meaning, clear context.
- To support child feedback
- To demonstrate the above to external agencies
- To concentrate on a particular skill/ concept, maximising effort
- To prevent misinterpretation of instructions/ lesson objective occurring.

When marking the work, it is the learning objective and success criteria that are the focus. The marking shows success and improvement needs against the learning objective. Achievement of the learning objective can be recorded in symbol form when not using the star method. Teaching assistants should make use of these symbols, which gives quick and immediate feedback to both children and the teacher. The amount of effort included in the work is noted – a child may have tried their very best but been unsuccessful or completed all the task but not tried to challenge themselves / presented work poorly. This is quickly reflected with a symbol to reduce written feedback that the child can't respond to.

√	Achieved
↑	Partially achieved
←	Needs further work in this area
+	Additional effort was noted in this lesson
_	Little effort was noted this lesson

The work acts as evidence to support this judgement. A written comment can be added to further clarify the assessment.

The feedback of achievement of the learning objective doesn't just occur at the end of the lesson. Feedback, verbal and written, about the work in progress takes place throughout the lesson. This process will support assessment and reduce marking at the end of the lesson.

<u>Star marking</u>
Star marking uses the * symbol to indicate to children where there is something that needs their attention. It can be used alongside verbal feedback or have a written comment beside it. Therefore, verbal feedback might not be recorded but the star

inidicates there was some adult intervention during the work. The star is used within work to allow immediate response, a correction or alteration, offer challenge etc. Positioning of the star is dependent on the learner, it could be adjacent to the word / calculation the child needs to look at, in the margin for the child to find the word / calculation, at the end of the work or in the success criteria. Teachers use the stars and comments to pick up misconceptions, inform future teaching and learning.

Written comments / star feedback

Written comments/ star feedback are included onto children's work, to elaborate on the marking code and support constructive feedback to children. It should always be something the children **can** respond to or answer, rather than an "o.k., next time" response. This is used following the star symbol.

Comments may be…
- **Rewarding and punishing**. Using the assertive discipline policy and school rules to indicate performance or achievement of the task. These should be in addition to other feedback and not used with a star symbol.

- **Approving and disapproving**. According to performance during the work and finished results. These should be in addition to other feedback and not used with a star symbol.

- **Specifying attainment.** Identifying specific aspects of success. This uses the bubble symbol.

- **Specifying improvement.** Identifying mistakes and how work can be improved. These would be used with a star symbol. There are three main types of prompt that can be used to support children:

  o **Reminder Prompt:** it simply reminds the child of what could be improved
     i.e. *say more about how you feel about this character.*

  o **Scaffold Prompt:** provides more structure than a simple reminder
     i.e. **Question** *can you describe how this person is a good person?*
        Directive *describe something that happened which showed you the character was a good friend?*
        Unfinished sentence *he showed me he was a good friend when…*

  o **Example Prompt:** it gives the children a choice of answers, words or phrases.
     i.e. *Choose one of these or your own he was a good friend because he never says unkind things/ he is always nice to me.*

- **Indicating independence.** Reflecting on the level of adult support given to complete the task.

Adults consider whether children can read and understand the comments, allowing some response time to them.

Some written comments may be put on the top of the next page or a few pages ahead in the child's book. This will help the child to read and respond to the feedback and remind them of targets, maintaining any improvements.

<u>Marking Code</u>

The marking code should be used to reflect on the success criteria and learning objective. The code is used according to its appropriateness, not blanket coverage. Symbols are used when needed to share success and highlight areas to develop. By focusing on fewer aspects, children's efforts can be maximised and concentrated upon a particular skill /concept. Common, persistent errors and targets are also considered before marking and using the code.

<u>Code</u>

P	positive (a number to be put in front to indicate the amount)
D.W.P.	discussed with pupil
G.W.	Guided work
Sp.	Spelling error
ST	Supply teacher, therefore context and learning outcome unknown by class teacher. This could also be the initials of a teaching assistant.
I	independent work

With reference to learning objective,

√	Achieved
↑	Partially achieved
←	Needs further work in this area
+	Additional effort was noted in this lesson
-	Little effort was noted this lesson
"bubble"	After this symbol a positive comment is written

<u>Verbal response</u>

6

This method of feedback is key in the Foundation Stage and year one but used in all year groups. All comments are reinforced by gesture, demonstration and can include rewards. Verbal feedback is given to individuals, groups and to the class as a whole. Comments take the form of constructing achievements and the way forward. Both develop a dialogue with children, encouraging them to assess their own work and providing strategies to support future development. Oral responses are planned for and adults act as role models, with the use of positive language. These discussions are normally recorded using the DWP symbol. This is applied throughout the school, in order to give immediate feedback that can be acted upon during the work, impacting on the standard and achievement of the final piece. Some record of children's verbal response may be noted if it is informative and valuable. Older / more able children might summarise a discussion as part of a reflection or response to verbal feedback.

This method of feedback is used following observations of children supporting the completion of the Foundation Profile and Learning Ladders.

Children's self-assessment

Children self-evaluate wherever possible and are encouraged to use the agreed W.I.L.F. success criteria. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way on analysing the learning. Teachers can also select a piece of work to "quality mark" to model the marking process as part of the plenary session.

Children use a traffic light system to show their self-assessment. Traffic light system is a colour code, red for little understand, no progress made towards the learning objective / no or few features from the success criteria, yellow some understanding and features from the success criteria and green full understanding and majority/ all of success criteria. For younger children that are unable to access this system, due to age or ability, a smiley face, straight line or sad face accompanies the colour code to make the meaning clear. It links to the definitions of the symbols teachers use to annotate the learning objective, (WALT). Children complete a traffic light colour circle / square next to the learning objective, (WALT) every lesson.

Paired response/ Peer assessment

From the Foundation Stage children are encouraged to support each other, feedback on learning and achievement. Children in Key Stage Two can sometimes act as response partners and pair mark work. This is often linked to talk partners. Children should be trained to do this and ground rules set, such as listening, confidentiality, etc. Children should first point out success / positive features of work then suggest ways to improve the piece but only against the learning objective and success criteria. If possible, children should see a range of work so they get the chance to see what a good one looks like. By receiving feedback from different sources it won't matter if one child struggles to give anything constructive. It also provides a peer model of how to feedback.

Peer assessment ground rules
- • Be kind - focus on the work – no personal comments.
- • Be specific – look for positives and steps to improve, something your friend can work on straight away. Link it to the success criteria.
- • Be helpful- if your friend won't benefit or learn from it, don't share it!

Use of marking and teacher assessments

We understand that the reason feedback is not acted on is because we move onto next piece of work too quickly. Without time to act on it, feedback serves no purpose. Classes take the opportunity to complete tasks and responses to feedback. The weeks learning is completed and any small gaps in learning are closed.

The amount of response time depends on the task and the learning needs of children. The different tasks children do should address errors, misconceptions and omissions, or redraft, edit, and answer questions. It should finish with a small secure step forward, structured accordingly – there is not an expectation for children to be able to do something not achieved in the lesson. Adults have to check the response is accurate in this time.

The following indicators demonstrate that feedback is being used formatively, other than written evidence in the books.

Documentation

- • Teacher completion of "next steps" section on short term planning
- • Teachers annotations, indicating change in pace
- • Additions / supplementary work
- • Learning objectives covered and achieved
- • Learning objectives not covered or partially achieved and reasons why
- • Completion of Foundation Profile and Learning Ladders
- • Weekly written evaluation following team discussion in the Foundation Stage

In the Classroom

- • Intervention, in midst of children's learning to provide immediate feedback and response to learning
- • Explicit feedback to individuals, groups or the whole class about aspects of learning that need attention
- • Target setting for individuals and groups
- • Use of open style questioning
- • Provision of extension and reinforcement activities
- • Variety of approaches to differentiation in order to provide access to activities and varying feedback styles
- • Children actively involved in the assessment process

<u>Strategies to control and organise feedback</u>

- Do not accept sub standard work. Create and maintain a culture of high expectations where "only your best is good enough." Give re draft deadlines etc.

- Encourage children to proof read and edit to reduce the literacy corrections needed

- Train children to complete the success criteria accurately. The child's self assessment can identify key features of the work for the teacher.

- Spread out intense feedback activities, throughout the week or term

- Not marking all the work in the same depth, rotate groups for in depth marking or consider your target groups

- Discriminate between the need to mark with or without the children present

- Provide verbal feedback as appropriate, which then doesn't require written marking

- Use the introduction of the lesson, W.I.L.F. and W.A.L.T. to consider previous achievements, marking response time

- Use the plenary session to evaluate and respond to work

- Consider recording of work produced by groups

- Use of classroom support for straight forward, objective routine marking

- Marking to the given learning objective and success criteria

- Use of DIRT time to ensure children are responding to feedback and developing their learning