

Deeplish Community Primary School

EFFECTIVE FEEDBACK POLICY Autumn 2012

Main Principles:

When giving feedback, either orally in the course of a lesson, or when marking children's work, overarching conditions apply –

- Children need to know the learning objectives of the session and then how far they have fulfilled them. Feedback should be clearly focused, quick, motivating, informative and purposeful. **Feedback should be allocated time within a lesson.**
- Children need to know, in relation to the learning objective, what they could have achieved, or where to go next using a positive and supportive approach. Success Criteria provide the structure to show these steps for learning.
- Children need to know that making mistakes is part of the learning process
- Pupils need to be shown how to “close the gap” between current and desired performance. This means modelling and guiding pupils in context and ideally including the children's perceptions and strategies and may draw on Success Criteria. It is essential that pupils are informed of next steps.
- Opportunities must be built in to lessons to enable self assessment and peer assessment related to the Learning Objective, to take place in a range of ways such as partner talk, written comments, thumbs up-thumbs down, the use of learning ladders etc.
- The most effective feedback is given as pupils' work is in process – verbal feedback has immediacy and is in context. The younger the pupil the higher the proportion of verbal feedback there should be. In Foundation Stage, for most pupils, feedback would be mainly verbal.
- Advice about spelling, handwriting and presentation should not be mentioned for every piece of work, or pupils will be overloaded with information and focused on the same few criteria every time. Not all written work will be marked in detail.
- Work samples may be selected for detailed marking
- Children need time to reflect and review their work and to make the suggested improvement. This time needs to be built in to the lesson.
- Planning must be adapted as necessary using feedback from day-to-day assessment.
- Examples of pupils' marked work can usefully be displayed for children to use as learning models.
- The plenary is integral to giving feedback – whether adult or pupil led; it needs to highlight next steps as well as celebrating learning. Sentence starters such as - ‘I have learnt that’ ‘It is important to’ ‘The next step will be to.....’ are useful prompts for pupils to articulate their ideas during a plenary.

Supporting Principles:

Assessment for Learning (AFL) and Assessing Pupil Progress (APP) techniques underpin our main principles for effective feedback:

Assessment For Learning

Teachers' Planning:

- The learning objective and success criteria must be evident in planning
- Feedback from what children know is used to plan the next steps in learning

Learning Objectives & Success Criteria:

- The learning objective is shared with the children in a way that they can understand
- The learning objective is used as the title
- Success criteria are developed and shared with the children
- The learning objective and success criteria are displayed in the classroom and referred to throughout the lesson and in the plenary
- The children are given time to discuss success criteria

Rich Questioning:

- Open-ended questioning is used e.g. Why does; what if; how would you; could you explain?
- Children have opportunities to formulate their own questions
- Group/partner discussion is encouraged in order to formulate an answer e.g. using talk partners
- Mistakes are seen as learning points and differences in opinion are respected
- Questions are differentiated
- A range of hands up, no hands and show me boards are used to vary how pupils respond
- Cues are provided for children as necessary

Effective Feedback and Marking:

- Feedback given, both oral and written, focuses on the learning intention and success criteria
- Feedback given makes children aware of the achievements they have made in relation to the learning intention
- Feedback given provides an improvement or closing the gap prompt
- Time and opportunity for that improvement to take place is given e.g. corrections, editing, etc.
- Consistent strategies are used so that children understand why they have been successful and how to improve e.g. two stars and a wish – two positive points and one way forward
- Praise should be based upon improvements from previous performance

Peer and Self-assessment:

- Time and opportunity are given for children to reflect on their own and each other's work
- Success criteria are clear to the children
- The children use strategies to show their understanding of the learning intention and success criteria e.g. traffic lights; thumbs up/down; smiley faces
- Talking partners are used to enable reflection and identification of their next steps in learning
- Share Learning Logs – enable children to spend time discussing their homework

Assessing Pupil Progress supports effective feedback

Assessment:

- Day to day assessment – quotes, photographs, pupil work are evidence of learning which inform immediate next steps – it can help pupils to be aware of how this evidence links to their future learning
- Children take responsibility to further their own learning by choosing next learning points from the APP guidelines
- Periodic assessment - evidence of pupils' achievement across a whole subject which informs and shapes future planning for progression
- Transitional assessment - judgements and insights at transitional points that can be shared between pupils, parents and teachers
- It is underpinned by the confidence that every learner can improve

Levelling:

- Giving grades and scores **assesses** pupils' learning against levels. Pupils still need to be informed of their strengths and weaknesses demonstrated during assessment of learning so they can build upon their previous performance.
- Up-levelling activities should demonstrate e.g. how to move a piece of writing from one level to the next
- Levelling must take into account a range of results from activities across the curriculum and include observations of e.g. Speaking and listening and practical activities such as problem-solving
- If levelling is done to decide pupil groupings feedback may not be necessary

Parental Links:

It is important that parents are aware of how school approaches effective feedback and marking and their purposes.

Copies of the policy can be made available to parents; the Main Principles are points that will enable parents and carers to understand school policy better.

Key points of the policy should be shared with parents during discussions at Parents' Evenings. Information can be sent home appropriate to each Key Stage.

MARKING APPROACHES IN THE FOUNDATION STAGE:

All marking on paper should be done when the child is present.

Symbols to be used:

I for independent work, **S** for supported work, **G** for guided work and **VF** for verbal feedback

Stamps / stickers can be used to give reward messages.

MARKING APPROACHES IN KEY STAGE ONE:

As much marking as possible should be done when the child is present.

Symbols to be used:

I for independent work, **S** for supported work and **VF** for verbal feedback

Stamps / stickers can be used to give reward messages.

As Key Stage 2 for anything else

MARKING APPROACHES IN KEY STAGE TWO:

As Key Stage 1 while as much marking as possible should be done when the child is present.

VF for verbal feedback plus initials

OA objective achieved

? I do not understand

^ Omission

— Spelling error

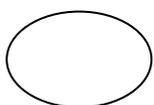
≈ Grammatical error (in margin or under work)

// Paragraphing error

Maths work will be ticked when correct but crosses will not be used

√ Correct

C Incorrect (a limited number)



To circle a small error

Deeplish Community Primary School

Our Marking Partnerships Agreement

KS2

At Deeplish School we decided that there were some rules we all needed to follow when assessing each other's work.

When we become marking partners we all agree to:

- respect and value our partner's work because they have done their best
- try to see how they have worked towards the learning objective and only assess things to do with it
- try to make our comments as clear as possible
- tell our partners what is good about their work
- try to give ideas about how our partners could achieve the learning objective
- listen to our partner's comments about our own work because we are trying to help each other do better

Deeplish Community Primary School
Our Marking Partnerships Agreement
KS1

At Deeplish School we decided that there were some rules we all needed to follow when assessing each other's work.

When we become marking partners we all agree to:

- respect and value our partner's work because they have done their best

- tell out partners what is good about their work

- try to give helpful ideas about how our partners could make their work better

- listen to our partner's comments about our own work because we are trying to help each other do better