Effective Feedback Procedures

Effective Feedback:

'Next Step Learning'

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.
However feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective …"feedback must answer three major questions asked by a teacher and/or by a pupil:
Where am I going? (What are the goals?),
How am I going? (What progress is being made toward the goal?), and
Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

These procedures set out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Aim

The aim of these procedures is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning

Non-negotiable Procedures for feedback:

- All marking is to be carried out in red pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed from year 1
- The marking code should be accessible to all pupils in the learning environment

Next Step Feedback in Writing

At Evergreen Primary Academy we:
- Lay the foundations for effective feedback by providing high-quality instruction, including the use of formative assessment strategies
- Deliver appropriately timed feedback that focuses on moving the learning forward
- Plan for how pupils will receive and use feedback
- Use purposeful verbal feedback in a time-efficient way
- Use purposeful, task-focused, appropriately timed written feedback

FVA Next Steps Form for Learning as Writers

The following form is used in Year 1 through to Year 6 in order to provide high-quality, appropriately timed next steps that focus in moving the learning forward. It is completed by class teachers every day and all day-to-day next steps and feedback are therefore delivered through:

Responsive Teaching - in the moment/verbal feedback given in the lesson. Red pens are used if any written feedback, such is the FVA feedback code, needs to be provided. Children respond to the 'in the moment' feedback using their green pens.

Following the teaching, class teachers review the learning in every child's book and identify the following:

Guided group (tomorrow's group) – class teachers identify children for the following day's guided group. The focus of the group is clearly specified and any particular features to be targeted are recorded. A specific code is recorded using a red pen - TG (tomorrow's group) on the day and G (guided group) next to next day's learning objective. Errors in previous day's learning are edited if this means that misconceptions are avoided.

Individual pupils (6/7 pupils) – when reviewing children's books, class teachers identify individual misconceptions and errors in a selection of books. The agreed FVA feedback code may be used in the margin to sign-post. These are errors and misconceptions that need to be immediately addressed on an individual basis. Before the 'Mathsmagicians' session commences in the morning of the next day, the next steps are addressed with this selection of children in person, offering verbal feedback and asking children to make edits and correction.

Responsive Planning/next steps for next lesson – common whole-class next steps are identified and addressed in the Lesson Design of the next lesson using the 'review' slide.

SEND	A/Y	O2	O1	D	Absent children
					M
					T
					W
					Th
					F

	Mon	Tue	Wed	Thu	Fri
Responsive Teaching (in the moment/verbal feedforward given in the lesson)					
Guided group (tomorrow's group) – please specify the focus and any particular features to be targeted Identified as **TG** and then **G** in books in red ink every time Errors in previous day's learning will be edited if this means that misconceptions will be avoided					

Individual pupils (to be addressed before the 'Mathsmagicians' session) Individual misconceptions and errors to be addressed prior to the lesson – these books will be ready on pupils' tables in the morning					
Responsive Planning/next steps for next lesson **'Review'** slide – common whole-class errors <u>for children to act upon in previous day's work or</u> features for children to act upon/embed in the current lesson. (Presentation, letter formation, spelling, vocabulary, grammar features, punctuation Who needs further extending or challenging or additional provision?)					
		Notes for future provision:			

Written Feedback Procedures

Each term, Frome Vale Academy pupils write, revise and edit a fiction and a non-fiction end of unit outcome. These are identified in the Whole-School Writing Overview document and class Long-Term Plans. These outcomes will be marked using the following policy:

Guided Group = **G** indicated in red**,** marked as you go along

Independent Secure = needs to be marked according to the policy below

Supported = **S** indicated where additional support is given.

<u>Summative comment:</u>
The success of a piece of work is judged against the objective of the lesson and should be clear and specific:
e.g *We are learning to use narrative features.*
 ✔ Well done, you have used expanded noun phrases to describe.
***Not** '*Excellent work'

Formative comment:

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks <u>must</u> be completed by pupils. Children are to use a **green pen** to respond to feedback.

This comment does not necessarily need to be linked to the objective, but rather what the child needs to do to move their writing on.

At an earlier stage in their writing, <u>no matter what year group the child is in</u>, the fundamentals need to be addressed before anything else. These are for example:

- Capital letters at the start of sentences.
- Capital letters for proper nouns.
- Verb tense.
- Full stops at the end of sentences (no comma splicing).
- High frequency words.
- Letter formation – including heights of letters.
- Finger spaces.

This may look like this:
-> Go back and check you have used capital letters correctly and edit your work.
->Correct all underlined words in your work.
->Please add a comma to separate the subordinate clause

Teachers need to use their professional judgment of how many formative comments they make but it should not exceed three.

In years 1-6, teachers are expected to use the following to show where these mistakes have been made in the writing:

V: verb tense
CL: capital letter
FS: full stop
SP: spelling
FSP: finger space
[ ]: square brackets can be us   :ds attention

H:handwriting (letter formation)
M: missing word
L: start a new line for speech
//start a new paragraph
VF: Verbal Feedback

~~~ **:** a wiggly line is used to underline a section/word/phrase that does not make sense and needs to be addressed by the pupil.

All feedback is responded to with a **green editing pen**.

Individual Target Cards:

Once the fundamentals have been addressed, targets cards can be used to identify next steps. These should be dated and developmentally appropriate. Target cards need to be updated **at least** twice a term, adding 1 or 2 new targets each time.

In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.

Guided group work will be marked with a summative and a formative comment with children present, and responding to feedback with adults' support.

Individual Target Cards used in all year groups.

These are printed on orange card/paper

Peer Assessment:

Peer assessment should only take place when it has been modelled carefully. It should also only focus on skills that have been identified in a success criteria. E.g

A learning objective of: 'To write a diary entry', may have the following success criteria:

- First person
- Correct use of present and past tense
- Writing in role

This is still done in green pen but the initials **PA** are written at the bottom of the piece of work.

Children working in pairs will identify what has been achieved from this and what needs to be improved.

Feedback in maths

Teachers understand that feedback is a crucial element of the learning journey in mathematics. At FVA, we believe the following about feedback:

- All work should receive timely feedback
- Children should be assessment capable, understanding where they are successful and what their next steps are to improve
- Feedback is not designed to elicit an emotional response
- Feedback is designed to make pupils think and provides something to be acted on
- Feedback requires pupils to do more work than the adult giving it

Assessment for learning (AFL) is at the heart of our approach to feedback. Teachers use questioning to assess pupil understanding between and within lessons. Through discussion, teachers are able to provide pupils with feedback during the learning.

Since we are developing assessment capable mathematicians, pupils in KS1 and KS2 are encouraged to assess their own learning using answers prepared by the teacher. As well as reducing dependence on the adult, it gives pupils great ownership over their own learning. When marking their own work, children use a simple code:

Tick - 'My answer is correct.'

Dot - 'My answer is incorrect but I understand why. I have made an error and will explain this in green pen.'

Circle - 'My answer is incorrect and I do not understand why. I need adult support.'

Teachers are expected to provide feedback on every piece of learning. Where possible, teachers give feedback within the lesson itself; verbal feedback does not need to be recorded. After a lesson, teachers should acknowledge work: this is particularly important until pupils develop intrinsic motivation. Teachers should use the same code to mark thinking using a red pen:

Tick – ' Your answer is correct.'

Dot - 'Your answer is incorrect but I think you can correct and explain your error. Do this in green pen.'

Circle - 'Your answer is incorrect and I think you have a misconception.' Effective AFL should minimise the number of misconceptions found in independent work. Where they are found after a lesson, teachers will need to decide whether a written comment is enough to fix the misconception. Teachers might deem it more effective to make a note of the child and speak to them before the next lesson instead.

When providing next steps, teachers are not encouraged to write individual comments on each book. Rather, teachers should firstly decide if some children need verbal feedback and provide this before the next lesson. For the children who have been successful in their learning and do not require a detailed explanation from the teacher, their learning can be moved forward through the use of marking codes.

Tiered next steps can be provided at the same time to the whole class using numbered questions on the board the following day. This saves teachers the time involved in writing the same few questions repeatedly in books. Teachers write the question number (1,2,3) that they would like each pupil to think about and solve in their book; students should be given time to respond in green pen before the next lesson.

Feedback in other books

See individual subject policies.

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the policy is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in IEPs and agreements as appropriate.

It is the responsibility of the SLT to liaise with the Subject Leaders and to feed back to the Principal and Academy Council on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Principal to ensure that effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to receive feedback in accordance with this policy.

SEN and Inclusion

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's IEP as required.
Monitoring and Evaluation
Monitoring of the policy will be done through work scrutiny led by the Principal and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.
This will be completed on a termly basis with feedback to teachers being given within 2 days. It will also be part of the professional development cycle.

SLT and subject leaders will also monitor the impact of Next Step feedback through work scrutiny in both maths and literacy, and as part of In the Learning visits to monitor the quality of teaching and learning in the school.

In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how Next Step Feedback supports them in understanding what they need to do to improve their learning and to make progress. The Learning Champions will also be part of this process.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant and during In the Learning visits.

Assessment prompts:

LO: Learning Objective
G: Guided group
I (and secure): independent work
S: supported work
TG: tomorrow's group- this needs to be marked to policy
VF: verbal feedback
PA: peer assessed