



# Wymondley JMI School

## Feedback Policy

At Wymondley, we recognise the importance of feedback as an integral part of the teaching and 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.

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 identify 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 from 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 to adjust their teaching both within and across a sequence of lessons.

## **Feedback 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 three common stages in the learning process:

1. Immediate feedback – at the point of teaching individually or as a group
2. Targeted feedback – After a lesson/ At the beginning of the next lesson - 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 through a learning conference individually or in a group as appropriate
3. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered a skill / concept

This can be seen in the following practices:

Teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.

- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- Will involve use of Teacher and Teaching Assistant to provide support of further challenge
- May re-direct the focus of teaching or the task

Summary

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take form of self or peer- assessment against an agreed set of criteria
- May take the form of an assessment or score on a game or online platform (Doodle Maths/ Spelling Shed)
- May guide a teacher's further use of review feedback, focusing on areas of need
- Evidence of self – and peer-assessment in books (all writing in blue)
- Assessment results may be recorded in books or logged separately by the teacher

## **Targeted Feedback**

For writing in particular, often a part of the next lesson may 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 proofreading and editing their work.

- Next Steps are analysed daily and errors and misconceptions addressed in subsequent lessons. Directly after sessions, books are organised from the content of the blue comments in to those who understood the learning and those who did not, ready for specific group work or

targetted feedback the following morning

- Evidence in books of pupils editing and redrafting their work in blue pen
- End of unit or term assessments
- Assessment results

## **Proofreading and editing in writing lessons**

Editing tasks will take place on a regular basis. During these sessions children will receive whole class feedback about strengths and areas for development and individual feedback to help them identify and address their own weaknesses, where appropriate.

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 things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, the teacher will make a note and use these in the lesson as a teaching point. The editing lesson will be divided into two sections:

- Proofreading - Changing punctuation, spelling, handwriting and grammar mistakes.
- Editing - Improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson. Below are examples of what this could look like.

*The teacher might share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously or written by one of the adults) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proofread their work, checking for similar errors and put them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes using a blue pen.*

## **Intervening when children find editing hard**

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proofread independently after teacher modelling.

As with all intervention, Teachers and TA's should always seek to use the minimal level possible, 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 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 for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. Prompt sheets / success criteria should be used with KS2 classes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised.

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. 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.

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 specific clues about what an ever better piece of writing might look like by setting group or individual challenges, “before you’ve finished editing, you need to have... or by using their work in modelling and then expecting them to do the same.

## **Feedback in Maths**

In terms of day to day Maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves, with the exception being when justification is the desired learning outcome. That way, if they have misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by supporting the learning of others. When they do this, the crucial step is that they should not use 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.

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 purposely; 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. 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 blue 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 common 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.

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed. Some examples are below:

*Find my mistake (column addition)*

- *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 or adults, which includes all the common misconceptions, is one strategy to consolidate this.

Teachers gain valuable feedback about how much Maths teaching is being retained in the longer term from the analysis section on Doodle Maths, which is taken from the children's use of Doodle Maths at home or in school time as well as the daily class mental starters.

## **Child Feedback**

At the end of every English and Maths session each child must include a response to the learning from that session. This may be shown in a range of ways (e.g. through a written comment, traffic light, faces) depending on the task and ability of the child. A written comment does not have to be in depth but should relate to a specific aspect of the learning from the session. This may need to be guided / directed by the teacher. These responses will then be

used for assessment purposes by class teachers and followed up on by the Teacher or Teaching Assistant, as appropriate. Written comments will only be used by staff when a verbal response cannot meet the needs of the child.

# Feedback at Wymondley JMI School

Teacher feedback and/or codes must be written in green

Child feedback from learning and editing must be written in blue

Self and peer assessment must be carried out in blue

## Day to day feedback

All children from Year 1 upwards are expected to provide a response to their teacher at the end of each lesson regarding how they have found an aspect of their learning.

## Codes used in books:

**I** Independent work – No adult support during task

**GG** Guided Group - Adult led group

**S** Supported work – Additional information is required to specify the level of support given.

**P** Partner work - Worked with a partner, not adult supported

**I/F with brief description of concept** - Immediate feedback – at the point of teaching individually or as a group

**T/F with brief description of concept** - Targeted feedback – After a lesson/ at the beginning of the next lesson - 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 through a learning conference individually or in a group as appropriate.

Peer feedback will be written in blue with a P next to it.

Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered a skill / concept.