

Feedback Strategy

INTRODUCTION

Feedback is a response to children's work that makes a difference in their future learning. At St. Peter's CE School we value feedback in all forms, therefore all staff give feedback as an essential part of the teaching and learning process.

PURPOSE

The purpose of this strategy is to provide a feedback framework for use across the whole school. We want to provide feedback to pupils to support their learning and identify their next steps. We feel that verbal feedback should be an essential element of day to day practice at St Peter's.

KEY AIMS:

At St Peter's we believe all feedback should be.....

- meaningful, manageable and motivational
(Independent Teacher Workload Review Group 2016).
- constructive, purposeful ie. reflect on the LO/WALT of the lesson and be given sensitively.
- part of a holistic approach to teaching and learning.

There should be a direct correlation between any form of feedback and the positive impact on teaching and learning.

FOR PUPILS WE WANT FEEDBACK TO:

- ✓ Support the development of a child's learning behaviours.
- ✓ Let a child know through a variety of forms (this may be verbal), what they have achieved by giving them a clear, focussed picture of how far they have come in their learning and where the way ahead lies.
- ✓ Take into account individual needs - personal targets, self-esteem, age and ability of the child.
- ✓ Let the children know if they have met the learning intention (LO/WALT).
- ✓ To empower the children to identify what is 'good' in their work, to be able to reflect and consider points to improve their own work and learning and to equip them with the tools and skills to do so.
- ✓ Help build self-esteem and motivate by valuing their work and the work of others.
- ✓ Help a child peer assess constructively and sensitively.
- ✓ Be a meaningful and motivating dialogue between themselves and their teacher to encourage them to accept challenges and progress.

Through the teachings of God we
Love Others Value Everyone

- ✓ Be shared with the pupils during their task wherever possible.

FOR TEACHERS WE WANT FEEDBACK TO:

- ✓ Help us gain a sense of how the class as a whole, or groups within it, are performing. This overall sense may be related to current learning and for future priorities in teaching ie. to inform planning and differentiation in future lessons.
- ✓ Be a dialogue between themselves and the children in their class so teachers can advise individual children, groups and the whole class on their current attainment and how to progress to the next step in their learning.
- ✓ Take into consideration the age of the pupils and the subject/nature of the lesson or learning activity.
- ✓ Relate to the learning objectives and success criteria shared with the children.
- ✓ Be carried out promptly (this may be within the lesson) and regularly.
- ✓ Be manageable.

KEY PRINCIPLES

At St. Peter's CE Primary School we recognise that one of the most powerful approaches to feedback is the 'success and improvement model' - the teacher shares with the children the learning intention (LO/WALT) and the success criteria or WILF at the beginning, during and at the end of the lesson. The feedback then informs the child to what extent they have met them and on how they can come closer to reaching that Learning Intention (LO/WALT). We recognise that this approach is one that raises standards and self-esteem and encourages children to take more responsibility for their work and become independent learners.

IMPLEMENTATION

Research has shown that timely verbal feedback has a greater impact on progress than written feedback.

- Teachers and support staff can give feedback; oral and/or written.
- Any marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- It is good practice for teachers to carry out teacher/pupil conferencing or 'Learning Conversations' to discuss progress and 'next steps' at key points during the year. During the term, ongoing informal discussions about pupil targets are part of everyday teaching.
- Share the key objectives with the pupils so they know what they are working towards and what they have achieved.
- Feedback should be linked to the learning intention and/or children's individual targets.
- Children to be involved with setting their own WILF/success criteria. They should be able to talk about the criteria and evaluate their work against it.

- > Feedback should be positive and constructive to move the pupil forward in their learning.
- > **All** work should be acknowledged (see list of feedback strategies below).
- > The school reward system may be used to celebrate children's efforts and achievements, according to the age of the pupil.

Feedback Strategies

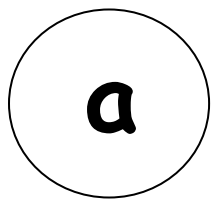
At St Peter's, the following feedback strategies are used, either individually or as a combination. Staff's choice will vary according to the age and ability of the children or appropriateness to the task or subject with verbal feedback being an important part of everyday practice:

- Instant or timely verbal feedback. This supports the key aims and purpose of the strategy and **has the most impact**.
- Verbal feedback can be given to individuals, groups or whole class.
- Read through work and sort into 'piles' as you go - achieved, those that may need a small amount of further input, those who have not understood. You may then choose to make notes on own your proforma or in a notebook whilst looking through books (could include general www, ebis and individual children or groups for special mentions or that you may need to monitor/reteach concept to). These notes could then be used as a prompt to give verbal feedback to the whole class in the next lesson.
- A 'marking stamp' on the pupil's work (see appendix 2 for examples). In EYFS and KS1 this will often be given instantly as we realise this has the greatest impact. Display the stampers in classrooms and ensure the children know what they mean.
- Post it notes in books with brief reminders/comments/prompts.
- Marking code: a common marking code is used across the school (see appendix 1). Display the marking codes in classrooms and ensure the children know what the codes mean.
- Work is 'ticked'. Acknowledges the work has been seen and is correct.
- Work is 'double ticked' to acknowledge that a particular aspect meets the LO/WALT or success criteria.
- Pink and Green highlighting - green to be seen, pink to think.
- Self and peer assessment:
 - At St. Peter's CE School we encourage the pupils to be involved in their own learning and assessment by using self and peer assessment. We encourage: -
 - Children to look at and analyse their own work and discuss each other's against the learning intention (LO/WALT) and success criteria or WILF. They may then be asked to edit their work in light of this feedback. Staff will always review this self/peer marking.

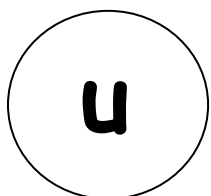
- 'Find and Fix' mistakes - for example, tell them how many answers are incorrect in maths then ask them to correct their answers as individuals or in groups.
- Children to use self-evaluation at the end of lessons and be given time for reflection e.g.: traffic light system, smiley/straight/sad faces, marking ladders, assessment grids.
- Brief written comments. Where written comments are used, it is essential that the teachers' and support staffs' handwriting is neat and legible with the correct coloured pen being used (**green**) and that time is given for children to read the comments.

APPENDIX 1

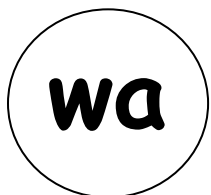
MARKING KEY - EYFS



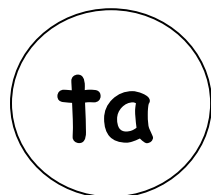
= aided work



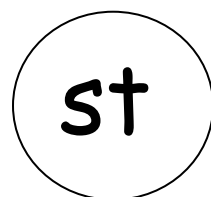
= unaided work



= walt achieved



= teaching assistant



= supply teacher

APPENDIX 1

MARKING KEY - KS1 & KS2

sw = shared work

a = aided

u = unaided

ta = teaching assistant

st = supply teacher

oa = objective achieved

wa = walt achieved

Green to be seen/ **pink** to think

et = extra time given from this point

Lipp = the letter that is crossed out is wrong or unnecessary

↔ = the words are written in the wrong order

😊 = smiley/ pleasing work

// = new paragraph

^ = letters of words have been missed out

hp = house points

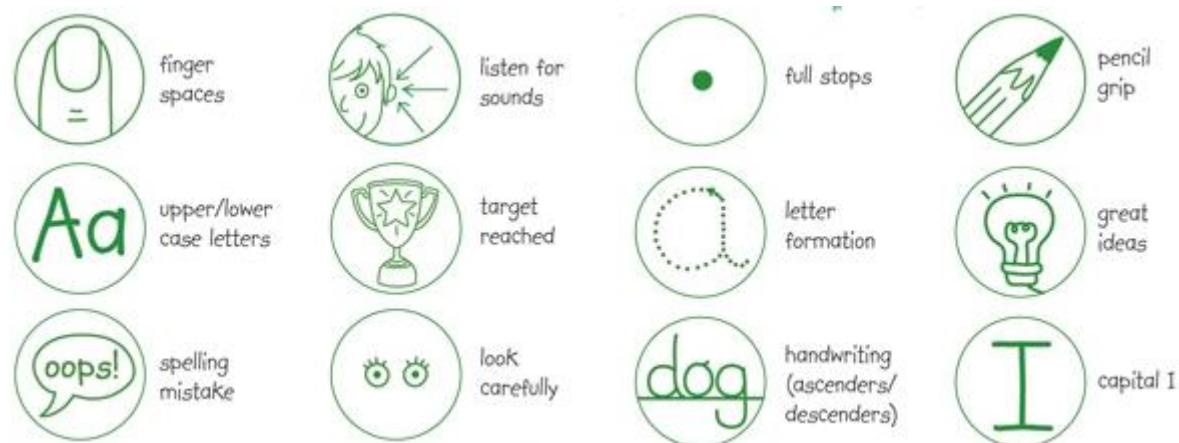
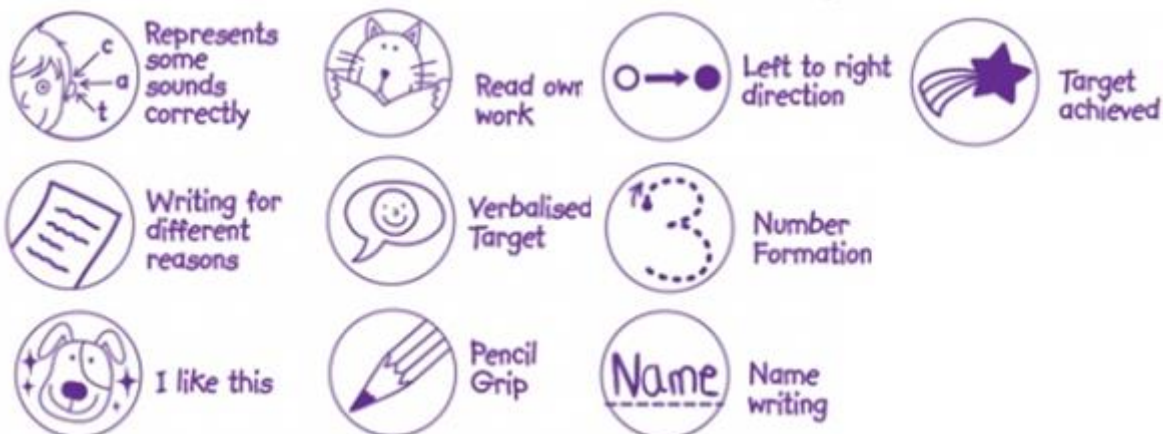
. Or ? = incorrect answer in maths.
Children correct under/beside.

TICK to acknowledge the work has been seen.

DOUBLE TICK (when not using pink/green highlighting) places where the pupil has successfully met the Learning Intention (LO/Walt).

APPENDIX 2

Pedagog Marking Stampers



St. Peter's CE School



Reviewed Summer term 2018 by SMT

Next Review: Summer term 2019