Firfield Primary School

Learn Together, Grow Together, Achieve Together

Firfield Feedback Policy

Rationale to Policy

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Key Principles:

- feedback is only successful if students' learning improves and this depends on their capacity to understand it and inclination to accept and act on it;
- feedback is about closing the gap between current and desired learning;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. Ideally any feedback should be given promptly so that improvements can be immediate;
- 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;
- all pupils' work should be reviewed by teachers and teaching assistants at the earliest appropriate opportunity so that it might impact on future learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- 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 and the research document 'A Marked Improvement?'. This is 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 enables them to adjust their teaching both within and across a sequence of lessons.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback should:

1) Redirect or refocus either the teachers or the learner's actions to achieve a goal

2) Be specific, accurate and clear

3) Encourage and support further effort

4) Be given sparingly so that it is meaningful

5) Put the onus on the student to correct their own mistakes, rather than providing correct answers for them

6) Alert the teacher to 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 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.

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	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

Adapted from William, Thompson 2007

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Use of Learning Objectives / WALT and Success Criteria / WILF

Learning Objectives (KS2) / WALT (EYFS / KS1)

Learning objectives / WALTs are statements which summarise the purpose of a lesson in terms of *learning*. In EYFS and KS1 the acronym WALT ('We Are Learning To…') is used to help children understand their learning.

In sharing and writing them, it is usually useful to include the terms '**know**', '**understand**' or '**be able to**', which helps communicate that the learning will relate to *knowledge*, *understanding* or *skills* respectively.

Success Criteria / WILF

Success criteria / WILF relates to the *evidence* you are looking for to determine if students have learned what you intended. In EYFS and KS1 the acronym WILF ('What I'm Looking For…') is used to aid children's understanding at an age-appropriate level.

Success criteria can take different forms, including:

- **'I can…' statements**
- **Key features**

The principal purpose of a success criteria / WILF is to support assessment and feedback. When assessing learning, it isn't enough for a teacher to ask, 'Have you learned this?' and then just to accept 'yes' as an answer. There needs to be evidence of learning; students need to *prove it*. Success criteria can make clear what that evidence should be. In this way, success criteria become tools to support teacher assessment, peer assessment and self-assessment. Without being clear about what you are looking for, meaningful assessment and feedback is not possible.

'I can…' statements

When success criteria are written as '**I can…**' statements, they include *verbs* which make clear the evidence required to demonstrate learning. Rather than being about 'knowing', 'understanding' or 'being able to' – which is the language of learning intentions – they should be about *what you are looking for* in order for students to demonstrate that they have learned what was intended.

If students can 'state', 'write', 'describe', 'explain' or 'draw', this can evidence learning. Saying that 'I know', 'I understand' or 'I am able to' doesn't evidence learning. While it might be true, it isn't evidence. Success criteria should make clear what *evidence* of learning needs to be produced.

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Feedback in Practice

It is vital that teachers and teaching assistants 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.
2. Summary feedback – at the end of a lesson/task.
3. Review feedback – away from the point of teaching (including written comments).

Type	What it looks like?	Evidence (for observers)
Immediate Feedback	- Includes staff gathering feedback from teaching, including mini-whiteboards, bookwork, guided group work etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support or further challenge - May re-direct the focus of teaching or the WALT/WILF - Includes **highlighting/annotations** according to the marking code (below).	Termly observations/lesson drop-ins/learning walks. Some evidence of annotations or use of marking code/ highlighting.
Summary Feedback	- 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 (the WILFs for the lesson) - In some cases, may guide a staff's further use of review feedback, focusing on areas of need.	Lesson drop-ins/learning walks. Timetabled pre- and post-teaching based on assessment. Some evidence of self- and peer-assessment. May be reflected in selected focus review feedback.

Review Feedback	• Takes place away from the point of teaching • Likely to involve **written comments/annotations** for pupils to read and respond to • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	Written comments and highlighting along with appropriate responses/ action made by the pupil. Adaptations to teaching sequences tasks when compared to planning. Use of annotations to indicate future groupings.

Staff should be selective. Staff should only mark at the frequency and depth that students have the capacity to respond to – you do not have to mark everything and there is only so much that a student can work on at any point. Written comments should be restricted to those that inform students how to improve or give instructions for actions they should take; otherwise use stampers.

<u>Inclusion:</u>
All children are entitled to feedback and have their worked marked in accordance with this policy. Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean children with specific SEND pupils are given more verbal feedback with the use of visuals in line with their needs.

<u>WAGOLL's</u>

This also enables the children to know the next steps required in their learning in order to make progress and this in turn ensures that independence and responsibility for progress is further developed. The use of WAGOLLs and working walls is also used to enhance progress.

What
A
Good
One
Looks
Like

This method can also be used to feedback to the whole class picking a child's piece of work as an exemplar. Staff should ensure, across a range of subjects, that different children are used to show WAGOLL's. A child who may not produce exemplar pieces of writing may excel in PE, music or art. Examples of pupil's work can also be used shared with the whole class to improve; however, this should be anonymised wherever possible.

Self and Peer marking

Peer and self-assessment will not be effective until you have discussed, shared and developed the correct use of learning objectives / WALTs and success criteria / WILF's with the children. Children need to know what they are looking for before they can identify it. It may well be best, as you begin this, to use anonymous work from another class or, even better, a previous year. Keep the focus tight, ensuring that you don't ask the children to try to look at too much at once. The benefits of an anonymous approach are that the children learn all the skills necessary to make peer assessment work successfully, without the stress that can come with trying to assess the work of other children from their class.

The language of peer assessment
It's not just what you say but the way that you say it… children must be taught how to use the language of assessment. Stem sentences could include:

• 'I like this part, but have you thought of…'
• 'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
• 'The best part is when you…'
• 'I think that next time you ought to think about…'
• 'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

The kind of language used will be dependent on the age of the children and should be developed as children move through school.

The Review Feedback Code

Children will write the WALT / L.O. as a title, where appropriate.

Review Code	What does it mean?
	Learning Objective / WALT achieved. This will be stamped next to the child's WALT / L.O.
	Learning Objective / WALT is not achieved. This will be stamped next to the child's WALT / L.O.
	Intervention is needed in order to support understanding. This will be stamped and either worked on with an adult or a specific written target may be given. Written targets will be used in KS2.
	Next steps are given in order to develop children's understanding and development. Next steps can be given to any piece of work, including those where the children have met the L.O. / WALT. Written next steps are more likely to be given in KS2. Next steps may be worked on together in KS1 and in EYFS they will be actioned through continuous provision.
SP	Children will be given spellings to repeat. In KS1 they will focus on HFW words. Words will be written 3 times in the margin. In KS2 children may be asked to use a dictionary to find the correct spelling and as they get more able, find the incorrect spelling independently.
✓	A single tick will be used to identify that a child has done something well in their work.
✓ ✓	A double tick will be used to identify something that a child has done from the success criteria / WILF.

	A wriggly line means that something does not make sense in a child's work or they may have missed something out.
?	Clarify something. This is more likely to be used higher up in the school.
	Stickers and reward points may be used by teachers to indicate that a child has excelled in a particular piece of work.

Where work has been supported, either by working with a partner, an adult or in a group, this will be identified with a stamp in the child's book.

Stampers used:

Worked in a group	Supported Work	Worked in a pair	Verbal Feedback Given

A stamper to indicate that a lesson has been taught by a supply teacher will be used for all supply cover lessons. Supply staff should also follow the school feedback policy.

Marked by Supply Teacher

Governors (Signed) _____James Stafford_____

Headteacher (Signed) _____James Yellop_____

Date _____January 2023_____

Review _____January 2024_____