

# PRINCEFIELD FIRST SCHOOL

'Effective feedback has the potential for a profound effect on children's achievements and can double the speed of learning' (*Visible learning – Evidence into Action, John Hattie*)

Feedback at Princefield First School is underpinned by Visible Learning practices and ethos.

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that feedback be integral to the learning process and has at its core a number of principles.

- To enhance children's learning through identification of what they have done so far and what they will need to do to improve.
- Be used to redirect or refocus teaching and learning to achieve a goal.
- Be clear in its purpose.
- Be productive in its outcomes.
- Be accessible to pupils according to age and ability.
- Be time limited – work should be reviewed at the earliest opportunity to allow it to have impact on future learning.
- Be consistently applied by all staff.

## **Purpose: Reasons for providing feedback**

- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To provide a dialogue between teacher and children, including clear and appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- To indicate how a piece of work could be corrected or improved against assessment / success criteria.
- To help children develop an awareness of the standards they need to reach in order to achieve particular age/ personal expectations.
- To identify pupils who need additional support / more challenging work and to identify the nature of the support / challenge needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To aid staff and parents in reviewing their child's progress and help in reporting to parents.
- To aid curriculum planning.

## The nature of feedback

**Immediate feedback:**- at the point of learning

**Summary feedback:** – at the end of a lesson / task

**Review feedback** :- away from the point of learning

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc</p> <p>Takes place in lessons with individuals, small groups or whole classes.</p> <p>Often given verbally for immediate action</p> <p>May involve use of other adults to provide support or further challenge</p> <p>May re-direct the focus of teaching, learning or task</p> <p>May include highlighting/ annotations according to the feedback codes</p>	<p>Lesson observations / learning walks</p> <p>Evidence of use of the marking codes / highlighted / photocopied work in books</p> <p>Improvements evident in books either through editing, further work or challenges.</p> <p>Evident through use of intervention input.</p>
Summary	<p>Takes place within, or at the end of a lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take a form of self or peer assessment against an agreed set of criteria</p> <p>May guide a teacher's further use of feedback or redirect teaching and learning needs.</p>	<p>Lesson observations / learning walks</p> <p>Evidence of teaching building on feedback – based on assessments made</p> <p>Evidence of self and peer assessment in books</p> <p>SC</p>
Review	<p>Takes place away from the point of teaching</p> <p>May involve written comments / annotations for the pupils to read / respond to</p> <p>Provides the teachers with opportunities for assessment of understanding</p> <p>Leads to adaptations of future lessons through planning, grouping or adaptations of tasks</p> <p>May lead to targets being set for pupils' future attention or immediate action</p>	<p>Acknowledgment of work completed</p> <p>Written comments and appropriate responses / actions</p> <p>Adaptations to teaching sequences</p>

## **Effective Feedback Strategies**

### **Verbal Feedback**

Used to address misconceptions/ redirect learning / challenge learning  
Immediate and most powerful form of feedback.  
Supports immediate and next teaching and learning processes.  
Can be individual, group or whole class  
Interactive and developmental

### **Success Criteria Checklists**

Gives a clear criteria with which to judge achievements and identify next steps  
May include columns for self/peer assessment and teacher assessment.  
Should be differentiated where appropriate.

### **Written Feedback Comments**

Written in blue  
Be legible and clear  
Be developmental i.e children will find out how they are getting on and what the next steps will be.  
Be accessible for the children according to age and ability and where necessary shared verbally if independent understanding is not possible.

### **Responsive Marking**

Work that requires a more 'in depth' mark whereby the teacher expects a response to the feedback given.  
Direct improvement is made to the piece of work.  
Contain a focussed comment to help the child in "closing the gap" between what they have achieved and what they could have achieved.

### **'Prove it' post it note feedback**

Where age/ child related or known skills are regularly being misused 'Prove it' post-it notes can be used to challenge and remind the children. These are to be transferred along the pages and an expectation of accuracy is maintained until these skills are viewed as being used. The 'Prove it' post-it note is then transferred to the back of the book for a period of time to check consistency in these skills is maintained. If inaccuracies occur once again they are moved back to the pages.

### **Peer / Self Assessment**

Used to support and challenge each other and themselves  
Be collaborative  
Promote the development of personal and social skills

### **Feedback Focus Times**

Reflective sessions allowing children time to think about successes, targets and ways they promoted their own learning (Linked to Learning Skills)

## **Symbols and Abbreviations:**

Marking should reflect the support given.

The following symbols should be used:

NS	-	next steps (EYFS)
IW	-	Independent work (EYFS)
GG	-	guided group
S	-	support provided
VF	-	verbal feedback given
☆	-	positive elements identified in work
A	-	action / next steps identified in work (may be followed by a responsive marking comment)
PIP	-	purple Improving pen needs to be used to respond to marking
sp	-	spelling correction to responded to
👁	-	Look again
C/L	-	Capital Letters
•	-	Full Stops
!	-	Exclamation marks
?	-	Question marks
H/W	-	handwriting focus (followed by a written example)
E (e)	-	Equipment used
☺VF	-	Positive verbal feedback

**Anybody marking, other than the teacher, should initial the work.**

## **Responsibilities**

It is the responsibility of all staff, including supply teachers to adhere to practises outlined in this policy. Consistency and adherence to practices will be monitored by the headteacher.

To be reviewed when necessary