# St Chad's CE Primary School
# Feedback Toolkit

*The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback"*
*Professor John Hattie (Influences on Student Learning)*

*For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope.  Romans 15:4*

As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice at other schools and developed a feedback policy that we feel has the most impact on children's progress and learning at St Chad's Primary School.

At St Chad's Primary School, it is important to provide effective, personalised and timely feedback to students, focusing on success and improvement needs against learning questions (LQ) and success criteria. This enables pupils to make decisions about their own achievements and become reflective learners, helping them to close the gap between what they can currently do and what they/we would like them to be able to do.

Whenever possible, it is better that feedback is **live** within lessons. This is especially important in tackling misconceptions, providing challenge and encouraging use of modelling. Live feedback may be given to an individual, a group or the whole-class and may take place during, at the end or in the next lesson.

*Education Endowment Foundation (2018): teachers giving high-quality, in-the-moment feedback on learning to enable learners to improve was found to help children make up to eight months' additional progress.*

## Prompts
No matter what format the feedback is being given in, there are three main prompts that help learners to progress. These can be categorised as:
○ **Reminders:** feedback tells the children what they forgot, so reminders might be necessary to produce work of high quality.
○ **Explanations and models**: explanations and models are particularly useful where there are misconceptions, as it can lead to better understanding and 'correctness'.

○ **Challenges**: these prompts make work harder or take the child deeper into their learning.

Support during a lesson should be in green pen so that immediate feedback or challenge is clear. Green pen should be used during lessons by all adults. Green pen is used mark in the lesson and is used to provide any written live feedback.

All self-reflection, responding to feedback, editing and peer assessment should be done by using a blue pen.

Interventions which pick up on misconceptions from feedback/assessment should be completed in a purple pen.

**Peer and Self-assessment**

At St Chad's Primary School, we expect pupils to own their learning and be fully involved in evaluating their successes as well as identifying areas for development. A number of strategies can be used to make this happen.

1. Encourage pupils to see themselves as the first markers and audience for their learning and use their peers to assess work with them.
2. Train pupils to answer an assessment for learning question linked to their work.
3. Train pupils to edit their work in blue pen, so that you can see their editing and revision processes.
4. Provide pupils with a marking response partner who works with them using the success criteria to help them mark their work.
5. Use Peer assessment in the plenary linked to the success criteria.
6. Use guided reading or guided writing time to model how to respond to feedback or model this with the whole class.

*Removing the burden of writing a lengthy comment after a lesson, in line with workload recommendations (DfE, 2018), means that post-lesson marking time can be redeployed to adapt the planning or resources for subsequent lessons.*

In a lesson, a teacher may observe children making common mistakes or misconceptions. It may then be necessary to provide feedback to the whole class or groups of children, rather than on an individual basis. The whole-class feedback and follow-up sessions can address misconceptions or ways to stretch children further. Providing whole-class feedback or follow-up sessions allows children, no matter where they are on their learning journey, to see what can be achieved and be supported in their learning.

During the lesson or when viewing books after the lesson it may be identified that more work is needed and a short intervention is required for a pupil or small group. Before the next lesson of that subject or when time is available the pupil works with an adult. This is completed underneath the work or on the next page. Similar style questions are used to the ones completed in class but scaffolding is used. More than one session may be needed. Sessions can also be used to extend children's learning. Sessions can also be used to model errors in children's work, for example letter formation. Feedback is provided during these sessions to move the pupil on. Interventions are designed to ensure that no pupil is left behind and that all pupils no matter of their ability can achieve to their highest potential. Once a pupil is identified as needing support or more challenge, the pupil will work with an adult to support them. Feedback will be provided in this session. This session could be on an individual basis or in a group. All intervention will be recorded in purple pen in the pupil's book.

## Responsibilities

| Children | Staff |
|---|---|
| Respond and reflect to feedback with their peers and teachers | Communicate effectively with children regarding their next steps |
| Challenge themselves so they achieve their very best | Ensure that all feedback is given in a timely and appropriate manner, as outlined in this policy |
| Have high expectations of themselves and others | Actively engage children in the feedback and marking process |
| Engage and take responsibility for their learning | Use a variety of methods to support the needs of all children |

## Feedback Methods to select from

## Whole class Book Look
After the lesson, look through books to evaluate the whole class.
The next day the crib sheet is shared with the class and used to edit and improve. Children identified as needing support may be a focus group for the TA or the teacher may check/guide their improvements more. The next lesson may be the whole next step or a simple skill may be worked on. Alternatively, everyone might edit the same retaught skill.
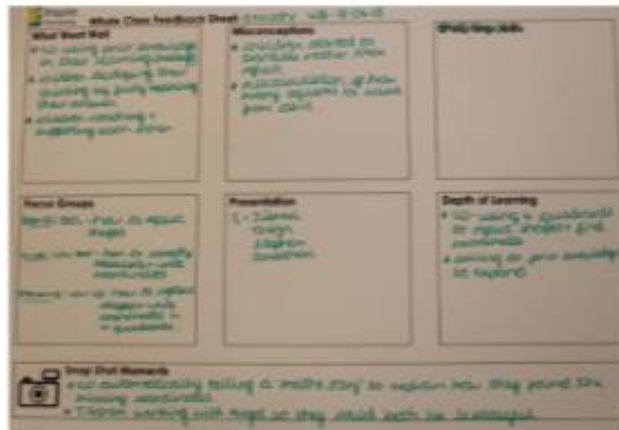
Based on the whole class crib sheet, the teacher has adapted the following lessons grammar focus. They are now editing for correct use of full stops.

## Green Box edit/improve

Highlight an area for improvement with a green box and explain the improvement you would like. This can be rewritten in blue pen underneath, edited or a slip of paper can be
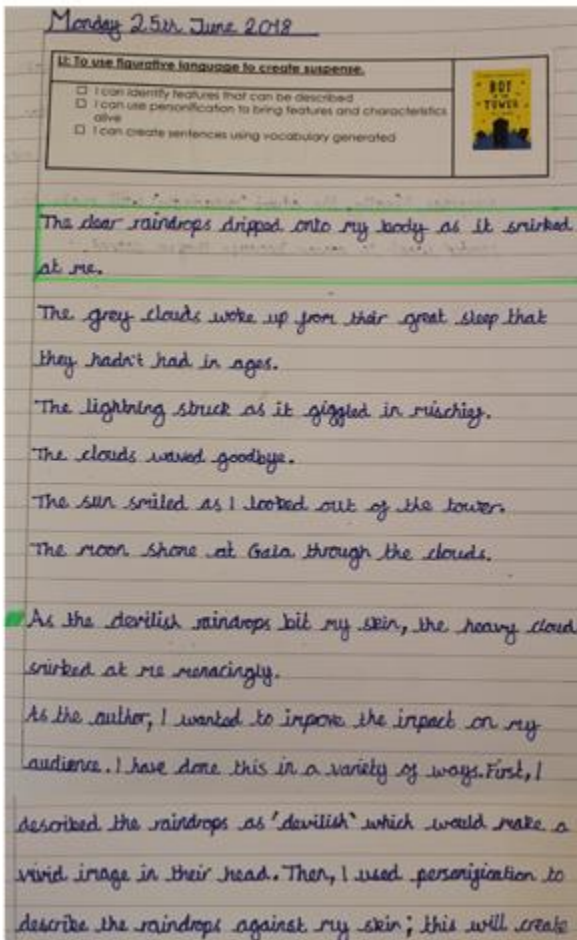


**Teacher:** I really like that you have used personification in this sentence. Can you read it aloud and think about if you have created suspense?
**Child:** (after reading) I could make it more suspenseful.
**Teacher:** Let's think about the structure of the sentence first. How can you change it to vary the way you start your sentence?
**Child:** I could start with 'As' and describe the raindrops as devilish.
**Teacher:** Think about the word dripped- have you personified the raindrops?
**Child:** No I need to change the verb.
**Teacher:** Okay, what verb could you use?
**Child:** Bites.
**Teacher:** Use that in your sentence.
**Child:** Oh! Bites is the wrong tense. It should be bit.
**Teacher:** Great- can you re-write your sentence to include of those elements and then explain the impact on your audience with your new sentence?

In this example, the Year 1 child has written about the noise created by the TV. However, the focus of the topic was energy consumption so the teacher has asked the child how they could make the instructional caption more specific.

**Peer post it notes.**

All the books are placed out around the room, children are given post it notes and may go and write a comment to add to other pupil's books. You should limit the number of post it notes and also the number that can go in each book so that everyone has peer assessment. An alternative is to give pink for things that went well and green for something to improve, which the children then edit or use in their next piece of work. Peer assessment needs guidance so model this the first few times for focus.
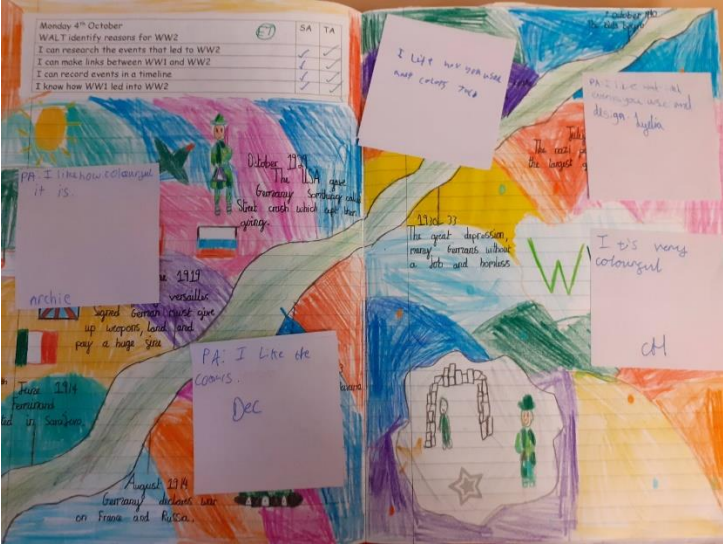
**Whole class share a text and edit**
Choose one piece of work to edit it as a whole. Make copies between pairs and discuss to mark together. Identify what has gone well, look for corrections or improvements which can be made. Once completed, the child whose work has been used can complete the edits and then everyone looks for the same corrections in their books.

**TA group support**
Identify a group of pupils who might benefit from any of the following:
- Editing writing in a small group
- Being retaught a skill
- Practising and improving a skill
- Being set a challenge level activity which needs support or teaching

**"Crimes Against Writing" sheet**
Identifies common errors for children to look for an edit.

**Have you committed any Crimes against writing?**

*It is against St. Anne's writing laws to commit any of the following writing crimes.*

1. Beginning a sentence without a capital letter.
2. Writing a proper noun without a capital letter.
3. Random capitals in words.
4. Ending a sentence without .
5. No capital I for pronoun, including contractions (I've, I'm)
6. Forgetting an apostrophe in contractions. (don't, didn't)

**"Common errors" sheet**
Identify some common mistakes which may be made in maths. Have the children identify the errors and explain them. Then they should check their own work for the same errors and correct using the method which has been shared to help them.

## Common mistake

Not aligning the decimal points or, in the case of example 1, writing the numbers the wrong way round because the second one 'looks' bigger as it has more digits (so $1.9 - 9$).

## Try this...

Practise using a different colour pen or pencil to write the decimal points and place value holder zeroes to reiterate the importance of their positioning.

```
    5 . 8 7 0
  + 3 . 1 2 3
    8 . 9 9 3
```

Give an error task to correct
Children are given a task complete with a mistake in it and should identifying, explain and correct.

## Short Division – Spot the Mistakes

For each calculation below, circle the mistake and write a sentence to explain it. Then, work out the correct answer.

1. $6845 \div 5$:

```
      1  3  4  9
  5 | 6 ¹8 ²4 ⁴5
```

5. $681 \div 4$:

```
      1  7  0 .1
  4 | 6 ²8  1
```

**Focused spelling mark**
Look for a particular issue with spelling, such as ed ending not used correctly. Reteach this to the class and then ask them to correct the spellings in their own work – these may be underlined for some or all pupils.
If the work has included words from the Y5/6, Y3/4 or Y1/2 list give these out and ask children to check and correct. Again could be underlined if needed. Pupils could also add an extra sentence using one the words.

## Work with a partner to improve

Children are guided to work in pairs to edit and improve their work using a guidance sheet.



Quality peer assessment is achieved through explicit modelling and regular collaboration. This is an example of the modelling in year 4. This modelling was a result of an entire lesson where children discussed how to feedback to one another and the language they can use.



The teacher is modelling peer assessment in the Jungle final outcome. Speaking/writing frames provided for children during the lesson to structure their responses.

**Model an answer or investigation**
Set an investigation question and in the next lesson go through together how to answer this to extend learning.

**Criteria based dojo stamps**
Set out criteria for giving stamps for dojos. Expectations for bronze and silver, with gold remaining as something exceptional. These should be shared with the class at the beginning of the lesson and then at the end and following any awarding of dojos.

**Success criteria sheets**
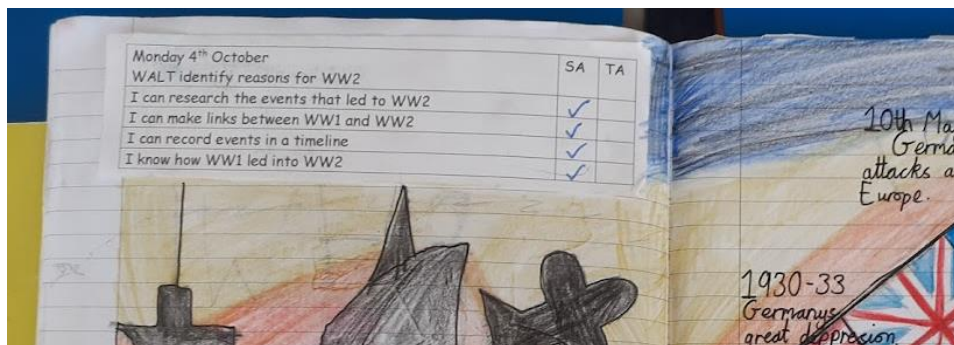


**End points assessed on Insight**
For significant end points for each unit, the assessment is recorded on Insight and used to set next steps for the following term or half term.

**1:1 conference**
Where a child needs particular support or challenge, they are withdrawn 1:1 with a teaching assistant or the teacher to work on identifying and correcting issues that they might not be able to do independently.

**AFL task/Exit card**
At the end of a lesson which has largely been self-marked set a task which sums up the skill from the lesson – could be a sentence, paragraph, reasoning question or reflection task. Use this to assess the understanding from the lesson.
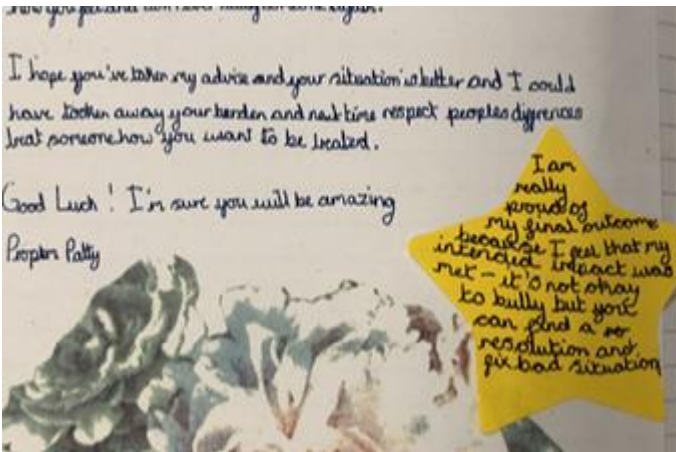
## Bubble my thinking

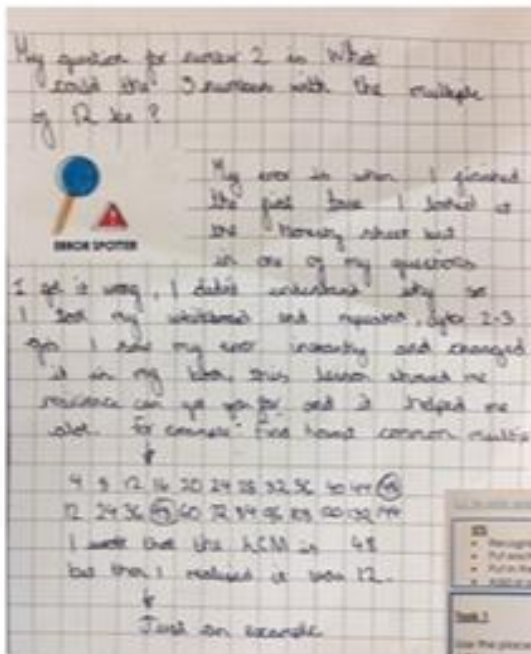Children write in a thought bubble what thinking went into a task or explain why their writing is particularly effective.



Challenge: Think about Ferne. Using emotive language, can you write a short paragraph how she would've been feeling upon hearing Wilbur is to be killed for food.

As Wilbur's heart raced, his brows perspired sweated at the idea of being slaughtered.

The reason I chose to use phrases 'heart raced' and 'brows perspired' was because I want the reader to feel sorry for him being slaughtered.

At this point in the lesson, the child stopped to reflect on their choice of vocabulary and the impact they intended to have on their reader.

## Reflection question

Power Maths has some great ones of these for maths. For writing, you might ask all of the class to reflect on for example, the most powerful describing word they have used and explain why.

I hope you've taken my advice and your situation is better and I could have taken away your burden and next time respect peoples differences treat someone how you want to be treated.

Good Luck! I'm sure you will be amazing

Proper Patty

I am really proud of my final outcome because I feel that my intended impact was met – it's not okay to bully but you can find a resolution and fix bad situation

Honesty sheet – answers given to children to look at and then explain their mistake.



This example shows a child's reflection after using an honesty sheet. They have spotted their mistake and explained it.

This example of an honesty sheet shows working out. You can also simply provide pupils with the answers for them to check for errors.

This child in year 2 used an honesty sheet to mark her work and identified she made a mistake. She then used an error spotter sticker to reflect and correct her mistake.

In reception this child was shown the answers on an honesty sheet to see if her work was correct.
**Teacher:** Look at the answers and yours. What do you see?
**Child:** Oh! My signs are wrong.
**Teacher:** Yes! What about in the second question?
**Child:** I did it upside down.
She was able to identify where she went wrong (noted in blue pen for pupil voice) and then corrected her number sentence.