Moorlands Schools Federation

Feedback on Learning Policy

MOORLANDS SCHOOLS FEDERATION

FEEDBACK ON LEARNING POLICY

Status	Adopted	
Agreed with Staff on:	September 2013	
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Associated Policies	Marking Policy,

1. Rationale

1.1 Feedback to learners, whether written or verbal is an essential driver in raising the achievement and attainment **of all learners**. Though the form and context in which feedback may vary the underpinning principle remains the same; *Effective feedback will allow learners to engage with, understand and make decisions about current and future learning intentions, in a way that enables them to make the best possible progress.*
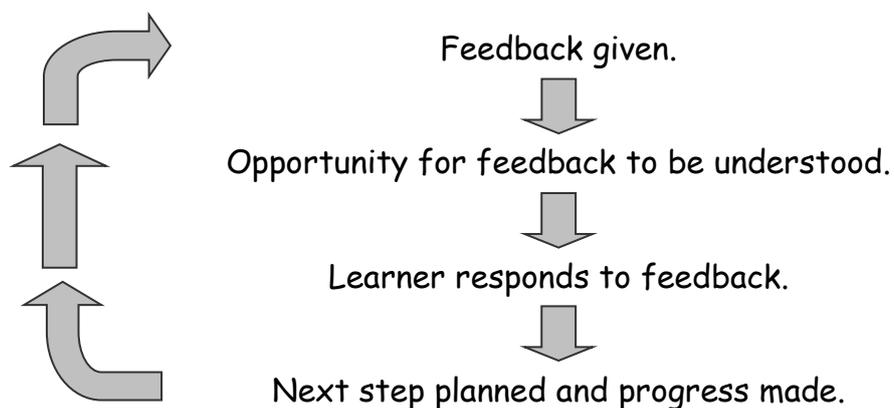
2. Aims

2.1 Effective feedback has a clear and defined purpose by;
- Providing the opportunity for personalised learning discussions in a range of different contexts,
- Creating a culture of learner confidence and independence by celebrating effort and achievement,
- Providing an indication as to what extent the learner has fulfilled the task against the learning intentions and success criteria,
- Identifying good qualities in the learners work,
- Identifying what the learner now needs to work on in order to improve,
- Enabling the learner to understand how their targets relate to the teaching they receive as well as to their personal progress,
- Giving learners a sense of their overall progress, not just a response to the last piece of work,
- Enabling the teacher to evaluate the progress children have made in the context of the expected learning outcomes
- Enabling the teacher to plan next steps in learning.

2.2 Explicit understanding of these areas enables children to begin to make self-assessments of their needs and priorities.

3.   Principles

3.1   Feedback at the Moorlands School Federation is both VERBAL and WRITTEN.
    Whether VERBAL or WRITTEN, effective feedback is part of a cyclic process.

Feedback given.

Opportunity for feedback to be understood.

Learner responds to feedback.

Next step planned and progress made.

3.2   What are the expectations in our School?

Everyone is expected to use effective feedback within lessons.   This includes specialist teachers and teaching assistants. The core principles of feedback should be applied across a range of subjects, but particularly within English and Maths/Maths Makes Sense. Common principles and strategies are applied throughout year groups and developmentally throughout the school. Pupils should be familiar with the following principles from Year One, developing children's experience of each strategy as they mature.

3.3   The Process

3.3.1 Feedback whether VERBAL or WRITTEN, is directly linked to the teaching that has taken place. Children need to have a clear understanding of **how and why** their progress will be judged in relation to the *learning objective* and *success criteria*.

3.3.2 Planned verbal feedback (pupil tutorials, guided groups etc) is recognised as the most powerful form of feedback, often leading to a higher level of thought and understanding.

3.3.3 Verbal and written feedback will;
- Happen on a frequent and consistent basis,
- Identify achievements related to the *success criteria*, *learning objectives or personal targets*
- Provide a next step target or improvement prompt **related to the *success criteria, learning objective or personal targets***

- Provide opportunities for children to demonstrate learning and progress in response to feedback e.g. having another go.

3.3.4 When planning for feedback teachers will;
- Ensure there is a balance between group and individual feedback,
- Regularly identify in planning, opportunities for structured verbal feedback sessions. (Plenaries, individual conferenced marking, focus groups etc.)
- Develop feedback strategies as a skill within learners to support developing independence (i.e. teaching children effective peer and self assessment strategies),
- Next step targets related to the *success criteria*, *learning objective or personal targets*
  will be reflected in future planning where appropriate.

3.4   Progression in teacher written feedback
3.4.1 <u>Foundation Stage</u>
- Staff mark or annotate in green pen.
- Title and date is written on all adult led written work.
- Information for staff and parents indicates level of support (where appropriate), context of activity and level of understanding.
- Children have immediate verbal feedback related to success criteria. This is implied in written feedback.

3.4.2 <u>Key Stage 1</u>
- Every piece of work should be marked with feedback, either by the teacher, the child or a peer
- Use of 2 stars and a wish.
- "Stars" may be placed throughout the work to make it clear where they had achieved the L/O, WALT.
- It may be useful to put the "wish" at the top of the next page to remind the child the next day.
- Reflects WALT / WILT / Success criteria
- Reflects personal targets
- Spellings / writing formation written out 5 times for rehearsal – at start of next session.
- A gold pen can be used at any time to "twinkle" any part of the work that is impressive, extraordinary or remarkable!
- Maths work should be marked with a dot where incorrect and corrections can be made using a different colour pencil.

3.4.3 <u>Key Stage 2</u>
- Every piece of work should be marked with feedback, either by the teacher, the child or a peer.
- Make provision in planning for when different types of marking / feedback will take place.
- Respond specifically to the success criteria – star next to evidence in work
- More successes than next steps (3 stars and a wish)

- Short and snappy
- Clear response required from pupils – NOT A COMMENT!
- Regular close the gap marking tasks (at least twice a week in both English and Maths)
- Relate to personal targets
- Codes for marking – Excellent editing.
- Maths work should be marked with a dot where incorrect and corrections can be made using a different colour pencil.

3.5   ***Progression in Self and Peer Assessment***

3.5.1   <u>Foundation Stage</u>
- Peer evaluation verbally as appropriate e.g. in PE
- Evaluate against success criteria – tick box, marking own books as appropriate.
- Refer back to previous lesson and next steps – Have you done that today?
- Opportunities for self / peer assessment are added to planning as appropriate.

3.5.2   <u>Key Stage 1</u>
Children will need the process of analysing their work for WALT/ L.OB or "stars" modelled to them before they are able to self or peer assess. The best way of doing this is to embed the processes described above (in written feedback) into your daily teaching.

3.5.3   <u>Year 1</u>

- The teacher will model underlining VCOP, using the correct colours, with the whole class. This can be printed out for floor books.
- Towards the end of the year children should be able to identify VCOP elements within their own work.
- If the teacher has modelled identifying "stars" in children's work regularly, the children should also be able to begin to do this independently.
- Begin to introduce peer and self-assessment strategies across the curriculum.

3.5.4   <u>Year 2</u> this process continues.

- Children should move towards identifying single elements of VCOP, Walt/ L.Ob, and personal targets in their own work.
- As they gain confidence, children should be able to transfer this skill to peer assessment.
- Peer assessment in groups, and beginning with identifying the "stars", will help to create the positive atmosphere required for peer assessment.
- Begin to introduce peer and self-assessment strategies across the curriculum.

3.5.5   <u>Key Stage 2</u>

Year	Literacy	MMS	Other
3	Step by step, teach colour coding in order to self-assess. Read and respond to the marking after the event. Teach how to listen and value or help their	Children self-mark using a coloured pencil.	Peer and self assessment strategies to be used across the curriculum.

	partner in the next steps of learning.		
4	When SC are generated for children, use a printed sheet with tick box so children can evaluate with star / wish.	Children self-mark using a coloured pencil.	Peer and self-assessment strategies to be used across the curriculum.
5	Colour coding extended from Y4 where children highlight all examples. Go on to create stars and wishes generated from their highlighting. SC could be printed off, depending on activity, but children will also now write them in their books themselves.	Self and peer marking. SC stuck in for clear strategies. APP self-marked and child judgement made about knowledge and understanding.	Peer and self-assessment strategies to be used across the curriculum.
6	For revision purposes, children often generate their own SC based on existing knowledge. SC then checked / marked against. Children colour code SC and highlight as Y5. Used for discussion with partner then often re-write.	Children using marking as an opportunity to state what they do / don't understand. Generates teacher / pupil discussion and guides next stage of learning. Used in conjunction with teacher feedback.	Peer and self-assessment strategies to be used across the curriculum.

End of Policy