



Oakridge Primary School Responding to Pupil's learning Policy

Adopted:	January 2021
Chair of Curriculum Committee:	Mrs Lewis
Next review date:	January 2023

The purpose of this policy is to ensure that there is positive feedback on children's learning, and that teachers time is used well to produce this feedback. Research makes it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement. John Hattie (2008), using decades of research, revealed that feedback was among the most powerful influences on achievement.

Aims:

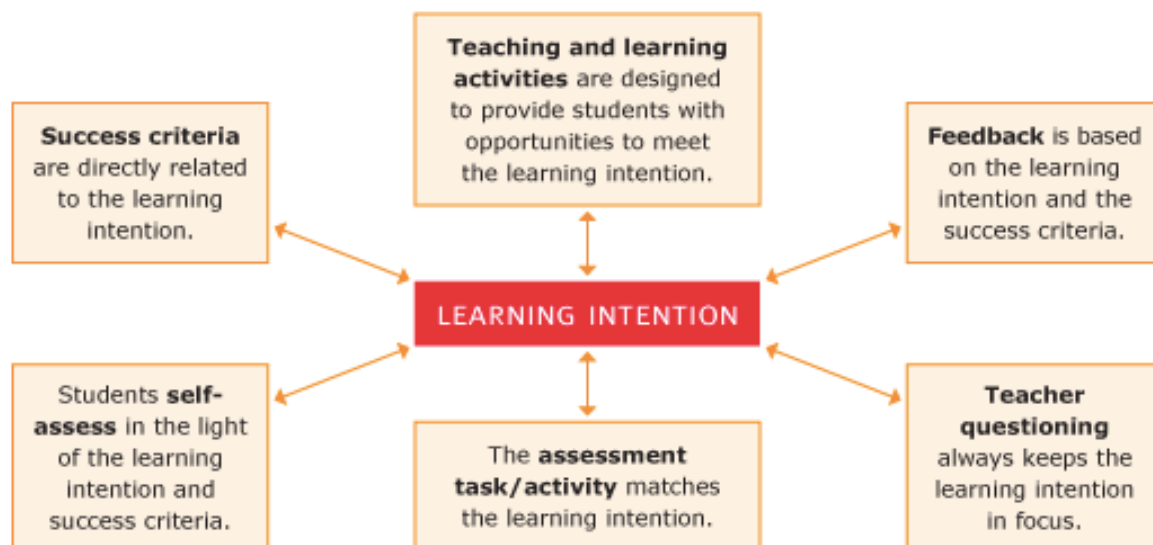
- To provide a progressive approach to how feedback is given
- To ensure that feedback given maximises progress made by children
- To encourage growing independence and self-motivation within leaning
- To ensure that time invested in giving feedback is impactful and an appropriate proportion of teachers' workload

What is Constructive Feedback?

'To get from where they are to where they need to be.'

- 'Where am I going?' – Defines the goal
- 'How am I going?' – How they are presently performing
- 'Where to next?' – Next step

This means that clear learning intentions and success criteria are the bedrock of constructive feedback.



Feedback can be given in many forms, including verbally or in the written form. Feedback can be given from teachers, TAs and peers. Children can also self-reflect in order to provide feedback to themselves. The only thing that matters is the quality of the feedback to the children in order that it has an impact on a child's attitude to learning and the progress that they make towards their learning goal.

Feedback should put the onus on pupils to correct their own mistakes (within appropriate levels of expectation), rather than providing correct answers for them. It should also alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Where appropriate, children should be given time to reflect on written feedback at the beginning of the next lesson. This allows them to action the feedback before new learning starts.

At the beginning of each academic year, we undertake baseline assessments in order that feedback can be matched exactly to the child's current level of attainment and understanding.

Key principles in giving effective feedback:

- Feedback is empowering and encourages children to take responsibility for their own learning
- Feedback is clear and understood by the recipient
- Feedback is actionable
- Feedback is user friendly
- Feedback is timely

Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

It is appropriate for pupils to reflect on their own or each others work, particularly in Key Stage 2. This should be based on clear success criteria. Children should be trained to do this effectively.

Progressive strategies of responding to children's learning:

We give feedback in many different ways and marking of pupil books is only a small part of our feedback strategy. We used the results of a pupil survey undertaken in all year groups to ensure that the types of feedback we give match the types of feedback children find most helpful. The intention is that through feedback we address mis-conceptions, promote deliberate practice, elicit deeper thinking, clarify knowledge and understanding and encourage self-regulation.

'Next steps makes me feel engaged so it can make what I do more better but I like to know what I have done well.'

'I like feedback when I can act upon it.'

'Feedback is best when it is on things that I can actually do.'

Foundation Stage:

In the foundation stage children need feedback on learning whilst it is being done or very soon after completion. This will more often come in the form of verbal feedback. When giving verbal feedback, the teacher or NNEB should explain why the piece of learning is good or how it could have been made better. This needs to be done in a positive and challenging way so that it does not de-motivate the child.

Verbal Feedback in KS 1 and 2

From pupil surveys, it was evident that this 'in the moment' kind of feedback is highly valued by pupils. Verbal feedback can be given to individuals, groups, and as part of the whole class teaching which takes place at the beginning and plenary of lessons. It should be used positively with an emphasis on linking previous learning to current learning and learning intended for the future. Where and when appropriate, children record the verbal feedback that they receive and what they are going to do to help them progress in their learning. They only do this where they need to take the feedback over to the next lesson in order to action it.

Success Checklists in KS1 and KS2

Success Checklists are used across the curriculum and must always link to the learning intention. They are used for shorter pieces of learning and for **every** piece of extended writing.

Success checklists have clear success criteria and these are reinforced to children in KS1 by using picture cues as well as words. In Y1 and Y2 children self-assess against the checklist and this is confirmed by the teacher who also sets the next step.

In Y3 and Y4 children have greater input into the criteria put onto the success checklist. Children self or peer assess against the criteria and correct any basic punctuation or grammatical errors which are deemed to be part of the 'non-negotiable' aspects of the success checklist. They begin to find evidence of the criteria they are using.

In Y5 and Y6 children can self-select some of the criteria which are put onto the checklist. Children assess how well they have met each aspect of the criteria and are able to provide evidence for their evaluations. They will be able to suggest their next step, either independently or by working with a peer learning partner. They will record this and the teacher will confirm whether this is an appropriate next step.

Written comments

Written comments may be used in children's books. They may highlight areas of success but will focus mainly on next steps which are actionable, as this is what the children tell us they most prefer and what helps them learn. They may be used, for example, to set targets eg in handwriting or prompt a child to redraft a sentence or paragraph with a particular focus for improvement.

Questions in KS1 and KS2

Verbal questions are used during lessons in KS1 and KS2 to assess learning and provide feedback. A number of questioning strategies are used such as talk partners, no hands up and lollipop sticks to ensure that all pupils are involved in the feedback process.

Written questions are used in KS1 and KS2 to elicit deeper thinking after children have completed learning. They are especially helpful in subjects such as Knowledge and Understanding of the World, Science and RE.

Question stickers may be used in maths in KS2 to encourage self-regulation for example by explaining strategies used or asking children to prove their mathematical conclusions.

Visible Learning

Key Stage 1

Classrooms have visible learning displays where children can see their individual current attainment level in mental mathematics and progression steps to achieve the expected level for each year group. These can be represented in many ways, but currently they are in the form of planets where children's names move between targets as they progress. The feedback gives the children an immediate understanding of what they need to deliberately practise to achieve next steps.

Classrooms also have non-negotiable standards in writing that the children can self-assess against and teachers can refer to in verbal feedback.

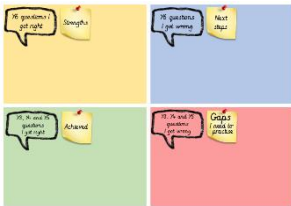
Lower Key Stage 2

The visible learning displays in Lower Key Stage 2 are consistent with those in KS1. As you would expect, the level of difficulty reflect each year groups targets and the children are developing a deeper understanding of how to take individual responsibility for their progress.

In writing, non-negotiable targets are displayed as a continuous form of feedback to the children on what is expected of them when working independently. These are referenced by teachers when giving verbal and written feedback and the children use them for immediate and ongoing feedback. This minimises the need for teacher marking to repeatedly correct the simple and avoidable mistakes and instead concentrate on encouraging higher level grammatical, punctuation or genre features.

Key Stage 2

Visible learning displays continue to reflect the children's progress against standards for each year group and include non-negotiable features. As the children progress to Key Stage 2, they are encouraged to use 'Quadrants' or similar formats to both teacher and self assess. After assessments they use these to assess each question and the feedback informs next steps. The intention of this feedback is that by identifying areas of weakness and strength all questions move to the bottom left area as the year progresses, beginning with the 'Gaps' in learning in red.



Peer assessment and feedback

In the book 'The secret life of learners' it states that 80% of feedback that children receive during the school day is from their peers. However, 80% of this feedback is unhelpful or incorrect. Peer assessment therefore must always be referenced against success criteria and children need to be trained to give effective feedback.

In KS1, children begin to peer assess through verbal discussions between learning partners. The purpose of this is to reflect on the partner's own evaluation against the success criteria.

As the children mature as learners during lower KS2, children then peer assess elements of the success criteria. They help each other check whether they have included all non-negotiables and begin to find evidence of other parts of the success criteria.

By upper KS2 children will regularly provide feedback to one another, on how well they have met success criteria and help provide one another with next steps.

Addressing mis-conceptions

Spelling and Grammar

It is vital that children are accountable for errors made with parts of spelling and grammar with which they are familiar (non negotiables). Children will be expected to self-correct basic errors which are well within their capabilities, without further teacher input.

If a child knows how to spell a word, but spells it incorrectly, then the word should be underlined and a small arrow placed above the word to indicate that the child should try to spell that word again. The child then rewrites the word above the original word.

It is not necessary to correct every single spelling error that is made; however if the child makes a mistake with a word which is vital to the understanding of the sentence or is a particularly good word for the purpose, but it is too tricky to expect a child of that age to spell, then underline it as above, but write the correct spelling in yourself.

If a child chooses the wrong word for the job or makes a grammatical error e.g. "we was" or "I like there dog" then underline the word with a wiggly line. As above, if the child should know the

correct response, add an arrow above the word for them to add their correction. If the child would not know the correct response, then please write it in for them.

Find and Fix

Find and fix will be used to prompt children to reflect independently on where they have made errors. These are used pre-dominantly in mathematics.

Accelerated Reader meetings in KS2

Accelerated reader meetings are held weekly. Following an analysis of the AR data, during the meeting, the class teacher provides verbal feedback to pupils relating to their independent reading. This will include feedback on their book choice, their level of accuracy, the amount of time that they are reading for each day and targets for the next week.

Appendix: 1: Example prompts for different level of feedback

Task Level Feedback

- Your goal was to..... you have met this part but you still need to
- You have used complex sentences in your writing, however to fully meet the LO you need to make sure these are punctuated correctly.
- Your LO was to..... You have met part of the success criteria but you need to....
- I can see you are struggling with aspect of the success criteria. Look at my modelled example and then correct your work.
- Does his/her answer meet the success criteria?
- Is his/her answer correct/incorrect?
- How can he/she elaborate on the answer?
- What did he/she do well?
- Where did he/she go wrong?
- What is the correct answer?
- What other information is needed to meet the criteria?

Process Level Feedback

- By now you should have.....(go through the success criteria) What do you need to do next?
- Use the success criteria to identify what has done well. How can improve his work?
- I like that you have done This shows that
- To make this even better can you..... ?
- Can anyone give an example of when you used in your writing?
- As a class how can we make this more effective?
- What are your next steps?
- Read through your partners work. Can you identify.....?
- What advice can you give.....?
- This is more effective/efficient than because

Where to next? Self Regulating Feedback

- Your use of varied sentences structure draws in the reader. What other techniques do authors use? Can you use this in your next piece?
- Can you work out why you might have gone wrong and try another strategy?
- Have you got any ideas why this was wrong?
- What strategy did you use?
- Can you think of another strategy and how will you tell if you are right?
- How confident are you and why?