Uxendon Manor Primary School

Assessment for Learning
Feedback and Responsive Teaching Policy

Date	Review Date	Leader	Nominated Governor
October 2020	October 2021	Jashu Vekaria	

Uxendon Manor Primary School

Introduction

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley)

As a school, we believe in THINKING. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
    - Addressing a misunderstanding
    - Reinforcing a skill or key piece of information
    - Extending a child's understanding or ability to do something

Feedback at Uxendon Manor is:

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Three types of feedback occur during teaching and learning at Uxendon Manor:

Type	What it looks like	Evidence (for observers)
Immediate	• 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 task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• 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 • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / 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	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

3.Non-negotiable Procedures for Feedback.

All feedback is to be done in clear legible handwriting

The feedback code is to be followed in all cases

The feedback code should be accessible to all pupils in the learning environment

KS1: Learners are divided into 4 mixed ability focus groups in each class (red, yellow, green, blue)
KS2: Learners are divided into 5 learning powers in mixed ability groups (fire, earth, air, water, ether)

All pupils' work is to be at least 'light' marked by the Teacher.

In both Maths, English and Science, in turn, one colour group or learning power should be focus marked in depth per week.

In focus feedback:

When identifying specific success, the respective work in the pupils' book will be identified in green highlighter. The corresponding comment will also be highlighted green.

When identifying an area for specific improvement the respective work in the pupils' book (English or maths) will be identified in amber highlighter.

or

When identifying an area for specific extension the respective work in the pupils' book (English or maths) will be identified in amber highlighter. The corresponding comment will also be highlighted in amber.

There will be a maximum of 2 identified specific areas for both green or amber highlighting for each piece of work.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils in purple pen.

When focus feedback writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the feedback code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

Self-assessment

KS1 Pupils will traffic light their work against their learning objective accordingly
Red: 'I find this difficult'
Yellow: 'I can do this but need more help to feel confident'
Green: 'I can understand and do this and this shows in my work'

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This needs to be done in green pen and the peer assessor's initials must be written.

Responding to comments

Pupil response to comments should be made in purple – so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as adults in school we want to recognise good work with stickers, house points, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

3a) Procedures in greater detail:

3a) i) The Frequency of Focus Feedback

 All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. **This is important as it charts the process and progress of pupils' learning.**

 In English and Mathematics all pupils should have at least one piece of work focus marked by their teacher per week. This Feedback will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

 Extended writing, once a week 2 coloured groups will be focused marked.

 In the Foundation Stage, developmental feedback process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate such as in writing books using green pens to indicate what the child has done well and amber pens to record next steps in line with whole school feedback policy.

 Additional Focused Feedback may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement.

3a) ii) Giving effective feedback to pupils.

 Effective feedback is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

 Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment made by traffic light or learning ladder target set for the individual.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:
 be positive, specifically identifying what has been done well. (highlighted green)

 Identify an area for specific improvement followed up with an improvement task …..(highlighted amber)

Or

 identify a specific area for deeper investigation/ extension of understanding (highlighted amber)

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

For example, the challenge within the task may:

 Refine a teaching point to consolidate or reinforce understanding.
 Extend understanding to deepen learning or raise to a higher level of thinking
 Address/explore misconceptions
 Pick up errors if apparent
 Address incomplete work and presentation issues

 Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback teachers need to consider:
1 Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

3a) iii) The Frequency and Nature of Pupil Response to Feedback

Work that is focus marked requires a response from the pupil.

Focus feedback is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr6, and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.
Likewise tasks must be effective in improving work, yet brief in execution.

Acknowledgement of response

This should be swift, in line with the feedback policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

4 Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through feedback. If focused feedback is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

5 Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the feedback code is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Assessment Leader (DHT) to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Headteacher to ensure that effective feedback and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEN and Inclusion

Effective feedback and feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Individual Plan as required.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of focus feedback through work scrutiny in both maths and English as part of lesson observations to monitor the quality of teaching and learning in the school.

In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how focus feedback supports them in understanding what they need to do to improve their learning and to make progress.

Work scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule that will be used to monitor and feedback will be given to individual teachers.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

9. Policy Review

This procedure has been agreed by governors in October 2020 and will be reviewed in line with the school's cycle of policy reviews in October 2021.

Appendix 1 Feedback Code/Prompts (to be displayed in classrooms)

(will be printed in handwriting script)

Content prompts

□□ correct

? or . incorrect

CL capital letter

FS full stop

Word underlined spelling mistake

Grammatical error/doesn't make sense so read again

FSP finger space

L start a new line

// start a new paragraph

□□ indent reminder

Assessment prompts

I independent work

S supported work

T target met

VF verbal feedback

JC initials for reviewer (person who is feedback)

ST supply teacher

Examples of feedback prompts requesting response.

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
	If the answer was ….. What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Fill in the blanks: …..	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	
Tell me … that have …? Tell me two sentences that have adverbials.	Tell me … that have …? Tell me two numbers that have a difference of 12.
What … would you use to…? e.g. What word would you use show me what the character is feeling?	What … would you use to…? e.g. What unit would you use to measure the width of the table?
Please write another … connective/sentence that shows me how the caterpillar moved.	What is another … method that might have worked?
Show me how you think this sentence would work with …adverbials/connectives/ adjectives.	Show me how you think this will work with …other numbers/3 digit numbers?
What would happen if…?	What would happen if…? e.g. What would happen if you started with 52?