

## New Ash Green Feedback on Learning Policy

January 2019

**This policy has been developed alongside the feedback from pupils and staff, and action research led by teaching staff.**

*'Effective feedback not only involves imparting information and understandings to students but also involves assessing and evaluating students' understanding of this information, so that the next teaching act can be matched to the present understanding of the students.'* Hattie and Timperley

### **Aims:**

**Feedback should be MEANINGFUL, MANAGEABLE AND MOTIVATING. At New Ash Green Primary we are aiming:**

- **to develop the self- regulation and independence** of learners; taking ownership of their learning and making improvements
- **to communicate effectively** with all learners to enable them to make improvements, ensuring all learners understand their feedback in the context of the wider learning journey
- for all learners to **take pride** on their work
- to ensure all feedback is given that is **needs driven and personalised**
- **to ensure that feedback is only given when useful.** Constant feedback is less effective than targeted
- **to raise self-esteem and motivate learners**

### **Effective feedback in practice**

Our teachers reflect on the different types of feedback given orally and in written work, matching appropriately to the needs of the class.

**Most effective forms of feedback– as evidenced in research from The Power of Feedback – Hattie and Timperley**

### **Feedback questions:**

- **Where am I going? Clarifying goals**

Goals are set (suitably challenging) and are specific

Success criteria are clear and tailored to the ability

- **How am I going?**

Progress so far established – how am I going so far?

- **Where to next?**

What do I need to make better progress? Deeper understanding, greater fluency, what is understood and what is not understood?

### **Levels of feedback:**

- **Feedback Tasks** - Provides cues, strategies and processes to work on the task
- **Feedback Tasks** – Questions are given to promote reasoning/thinking
- **Feedback Tasks** - Sharing of key vocabulary/word banks
- **Feedback Regulatory** - Development of self-regulation and error detection skills- can children check their work and are they being encouraged to develop independence to do this?
- **Feedback Regulatory**- Self- assessment and self-evaluation – are children reviewing where they are in relation to goals set, strategies they have used?
- **Feedback Processes** - Modelling the process
- **Feedback Processes** - Scaffolding the learning process
- **Feedback Processes** - Focus on correct responses of children – are adults addressing misconceptions and giving further instruction and information?

### **Forms of feedback that are less effective (not relating to the learning/ task):**

- **Feedback Self** - Focus on incorrect responses of children
- **Feedback Self** - Focus on presentation, spelling or quantity of work when these are not the goals or success criteria
- **Feedback Self** - Feedback at the self or personal level – Praise (not linked to the learning)
- **Feedback Self** - Rewards
- **Feedback Self** - Consequences

**All work is marked and we recognise the importance of receiving a congratulatory comment relating to the Learning intention.**

## Progression in feedback:

What we will see in books for the weekly **deep marking** for English and Maths

	English	Maths
Foundation stage	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Term 3 visual, focussed, needs driven success criteria</li> <li>Next step which encourages children to make improvements to a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Term 3 visual, focussed, needs driven success criteria</li> <li>Next step which is focussed on developing reasoning</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria (personalised success criteria when relevant)</li> <li>Next step which encourages children to make improvements to a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria</li> <li>Next step which is focussed on developing reasoning</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria with mid - point check (personalised success criteria when relevant)</li> <li>Next step which encourages children to make improvements to a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria with mid - point check</li> <li>Next step which is focussed on developing reasoning</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria with mid - point check (personalised success criteria when relevant)</li> <li>Summer term add peer review to the sc</li> <li>Next step which encourages children to make improvements to a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria with mid - point check</li> <li>Summer term add peer review to the sc</li> <li>Next step which is focussed on developing reasoning</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria with peer review and with mid - point check (personalised success criteria when relevant)</li> <li>Next step which encourages children to make improvements to a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten positive feedback</li> <li>Focussed, needs driven success criteria with peer review and with mid - point check</li> <li>Next step which is focussed on developing reasoning</li> </ul>

	<ul style="list-style-type: none"> <li>• Summer term – introduce the feedback slip</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• Handwritten positive feedback</li> <li>• Feedback slip</li> <li>• Personalised success criteria when relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Handwritten positive feedback</li> <li>• Next step which is focussed on developing reasoning</li> </ul>

### Deeper marking

Next steps in learning should be developmental and move learning forward. The big write and a piece of maths work should have deeper marking on a weekly basis. In maths the deeper marking is focussed on reasoning. Teachers use the different types of feedback to support this process.

- **Reflective feedback**
- **Goal feedback**
- **Process feedback**
- **Reasoning**

### Verbal feedback

Quality verbal feedback is given using the prompts of effective feedback above. This is not evidenced in books.