Jennett's Park CE Primary

Feedback for Improvement Policy

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Feedback for Improvement Policy

Key Principles

At Jennett's Park CE Primary , we believe in THINKING.

We should always start by asking ourselves, 'why are we giving this feedback?'

- To motivate and celebrate success
- To see an opportunity to move learning on by addressing a misunderstanding or reinforcing a skill or key piece of information
- To extend a child's understanding or ability to do something

Children should progress in their learning and effective feedback plays a role in doing this.

We expect a range of feedback across a week. Any feedback given to learners should have a positive impact on their subsequent work. Quantity of feedback is irrelevant if it is not effective; can a learner act upon the information you've provided? We would expect staff to mainly mark to the learning goal set. If feedback is to lead to improvements and progress then it is the 'art' of the teacher to judge what, when and how much is to be given to each child. We validate our judgments in Pupil Progress meetings.
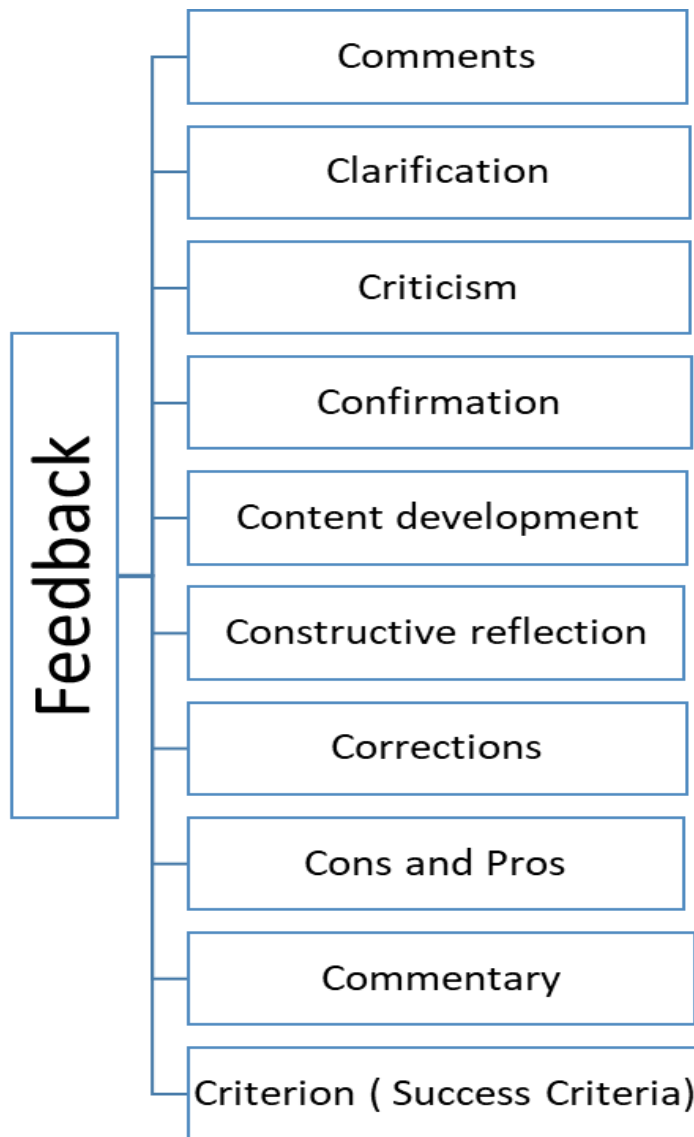
Learning Goals (more evidence in T & L policy) but for the purposes of the feedback children need to know what they are learning in order to improve. Teachers should guide children in the use of skills and balance this with outcomes. When planning steps or stages for success then they should reflect on what pupils remember to include but also when ready what they could choose from. This may be generated by children or facilitated by others.

Types of feedback

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study
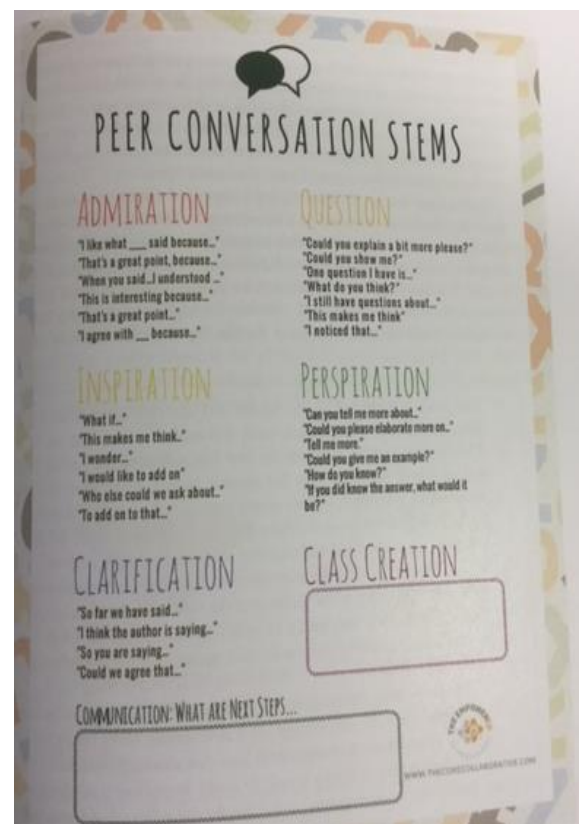
Immediate feedback	Summary feedback
What it looks like • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support of further challenge • May re-direct the focus of teaching or the task • ABC discussions (agree, build on, challenge) **Evidence** • Conversations with children on learning – who helps you? How do you get feedback? Etc • Lessons obs/ learning walks	**What it looks like** • 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 • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need **Evidence** • Lesson observations/learning walks • Some evidence of self – and peer-assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward: 'the next step is the next lesson' **What it looks like** • The teacher could start the lesson addressing errors and misconceptions addressed lessons • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. **Evidence** • Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work • Bespoke and adapted starters to sessions that reflect issues observed	**Summative** **What it looks like** • End of unit activities • End of unit or term tests or quizzes • Strategically knowing what the story of results tells you to do next • Going through what a good answer looks like • Helping children with secret agent training and Owl learning Behaviours Our school uses Summative infrequently so as to maximise learning time. **Evidence** • Results

Feedback to a learner can take a variety of ways:

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Comments
Clarification
Criticism
Confirmation
Content development
Constructive reflection
Corrections
Cons and Pros
Commentary
Criterion ( Success Criteria)
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Feedback

Peer Feedback

Feedback from peers is important at Jennett's Park CE Primary School. This is led verbally by the ABC model (Agree, Build on and Challenge).

PEER CONVERSATION STEMS

ADMIRATION
"I like what ___ said because…"
"That's a great point, because…"
"When you said…I understood …"
"This is interesting because…"
"That's a great point…"
"I agree with ___ because…"

QUESTION
"Could you explain a bit more please?"
"Could you show me?"
"One question I have is…"
"What do you think?"
"I still have questions about…"
"This makes me think"
"I noticed that…"

INSPIRATION
"What if…"
"This makes me think."
"I wonder…"
"I would like to add on"
"Who else could we ask about…"
"To add on to that…"

PERSPIRATION
"Can you tell me more about…"
"Could you please elaborate more on…"
"Tell me more."
"Could you give me an example?"
"How do you know?"
"If you did know the answer, what would it be?"

CLARIFICATION
"So far we have said…"
"I think the author is saying…"
"So you are saying…"
"Could we agree that…"

CLASS CREATION

COMMUNICATION: WHAT ARE NEXT STEPS…

| A – Agree |
| B – Build on |
| C - Challenge |

Capturing feedback for learning through the week

We recommend frequent learning stops. You could plan when these are in lessons or seize the moment.

Two elements that can help:

Live whole-class feedback
- Use a visualiser/tablet to review a model answer or a pupil's work as a class.

- Identify good elements and areas to improve.

- Pupils should then use this to improve their own work.

Live individual feedback
- As pupils complete work the teacher views individual work (use your visualiser to do this), and points out strong elements, recommends an improvement or high-lights an error. Pupils then edit their work.

- This is best used when pupils are completing extended writing as you will have more time to sample the work of more pupils.

Why is this important?

We all know different children learn in different rates. It is one of the jobs of a teacher to capture and use evidence for accurate assessment.

Existing self-assessment and peer assessments may also be helpful for children to reflect on their progress. Some children who are in need of support to scaffold learning and reading what is presented do not gain as much from this and other approaches should be used.

Early Years use Tapestry to capture ongoing learning. Seesaw is being used alongside this to capture learning from Year 1-6.

Making sure every child's learning is captured:

Class teachers need to keep records for themselves to help their judgements. This is useful for planning next lessons and for entry when we capture larger lengths of time onto SIMS. We use the code AE(Above expectation), WA (working at) , JB (just below) , WB (well below) to help quickly signify where children are at. Phase leaders will work with teachers to capture how many subjects in this phase are reflect on and how this information can be supported in the form of spreadsheets/ tick lists etc.

Please read alongside the Teaching and Learning policy for Jennett's Park view on how to challenge and support all children.

Remember the aim is to learn. If a child does not improve with the method you have chosen adjust and try again.

Feedback for Improvement APPENDIX 1

How this manifests in our children's work:

1. **Understand what they have done well mostly in relation to what they were learning**– this could be a comment or use of a Golden Moments (in yellow highlighter).

2. **Understand how to improve**– green for growth. May be using a highlighter or key words when marking in pen.

Prompts to address misconceptions or next steps will be indicated through the use of a **NS**

Subsequent teaching and learning should be designed to take account of the children's' next steps. See Teaching and Learning for green star challenge.

3. **Make visible signs of improvement as a result of feedback**– children may when needed respond to comments and changes are made. They should use a **purple pen or pencil** to respond to adults comments when appropriate and edit work based on feedback.

Coding for Children

A number of codes may be used to help your teacher tell you what you need help on

	Golden Moments - Yellow highlights the excellent examples from your work
	Green for Growth - Is the colour your teacher writes in or shows you things to work on
NS	Next steps to attempt to make your learning even better
Sp or P	Spelling or Punctuation mistakes to be rectified.
	Is the colour you could write back to the teacher in but you should EDIT your work if they have given suggestions.
(initials)	If you have had help you may have an adults initials
I	Completely independent work – where you needed/ or received no help
☆	Challenge - green star