

# Our approach to effective feedback

April 2024

Developing reflective pupils by creating a dialogic environment



## Principles –

Research shows that effective feedback is one of the most powerful tools in supporting pupil progress. Our approach to effective feedback aims to identify the most effective strategies and implementation.

Our approach to effective feedback aims to:

- provide children with effective feedback with the sole purpose of moving their learning forward
- take a dialogic approach to supporting effective learning conversations
- support children to develop the effective learning characteristics of reflection, analysis and review
- give staff professional autonomy in selecting the feedback strategies that they believe is most beneficial depending on the particular learning or pupils
- ensure no adult time is wasted on marking or feedback which do not lead to progress for children

## Purpose of feedback

- To inform adults' understanding of individuals' progress.
- To address misconceptions.
- To inform future conversations, targets, planning or focus groups.
- To educate children on the importance of analysis, reflection and review.
- To teach the pupils how to be self-reflective and continually improve.
- To acknowledge the effort children put into their work and pride in their achievements.

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# Laying the foundations for effective feedback

High quality teaching based upon an effective assessment cycle supports children to make the best possible progress and reduce the work that feedback needs to do. This means that planning and teaching highly effective sequences of learning based upon children’s current understanding should be the priority focus of teacher’s time. Effective formative assessment strategies will also maximise the impact of feedback by setting clear learning intentions for the feedback to address the success upon and learning gaps to be identified within.

## Modelling and exemplars

Effective modelling and high-quality examples support children to understand both what success could look like as well as developing a deep understanding of the learning process required to be successful. Providing effective models and examples will be a priority of all teaching sequences.

## Success criteria

Children will be supported to understand what successful learning outcomes look like through the use of success criteria. These will be shared during the teaching sequence and recorded in children’s books to support them to monitor their success throughout the learning process. The success criteria will be the focus of self, peer and teacher assessment. As appropriate to their age and stage of learning, children will also be supported to identify their own success criteria based upon successful models and reflection on their own areas of development.

## Essentials

As children master basic skills (e.g. punctuating a simple sentence), these will become essentials of every piece of learning. These essentials are recorded in children’s books using simple symbols and are used to monitor consistent application of these basic skills.

An example learning objective sticker with **essentials** KS1

19.9.24 L.O. To write a short sentence with a capital letter and a full stop.



An example **success criteria** with **essentials** KS2

L.O. To use propositional phrases to show time and place



I have...	Me	Teacher
used a propositional phrase to show <b>when</b> something is happening		
used a propositional phrase to show <b>where</b> something is happening		

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## Types of feedback

As a school we believe that feedback is most effective when given as close as possible to the point of learning. We encourage teachers to use immediate oral feedback as much as possible in all phases.

<b>Immediate feedback</b>	<ul style="list-style-type: none"><li>• is completed whilst learning is taking place and supports children to adapt their thinking, or process, or addresses a misconception</li><li>• <b>is acted upon immediately by the children</b></li><li>• can be with individuals, groups or the whole class</li><li>• may include self and peer self-assessment based upon specific success criteria</li><li>• There is no expectation that this is recorded as the impact will be evident in children's outcomes</li></ul>
<b>Responsive feedback (masterclass)</b>	<ul style="list-style-type: none"><li>• takes place after the lesson or activity, ideally before the next step in learning takes place</li><li>• is communicated in the class assessment book</li><li>• addresses missing knowledge or misconceptions</li><li>• is often given verbally and <b>gives time to rehearse the knowledge/skill immediately, supported by an adult (a masterclass)</b></li><li>• is completed in children's books as part of their learning journey</li></ul>
<b>Summary feedback</b>	<ul style="list-style-type: none"><li>• Completed after a lesson or piece of work</li><li>• provides a mechanism for the teacher to review outcomes from learning sequences</li><li>• may result in detailed written developmental feedback (e.g. innovation stage of T4W) for individuals</li><li>• may be recorded for groups or whole classes in the assessment book to be used to adapt future planning</li></ul>

### Self/ Peer review

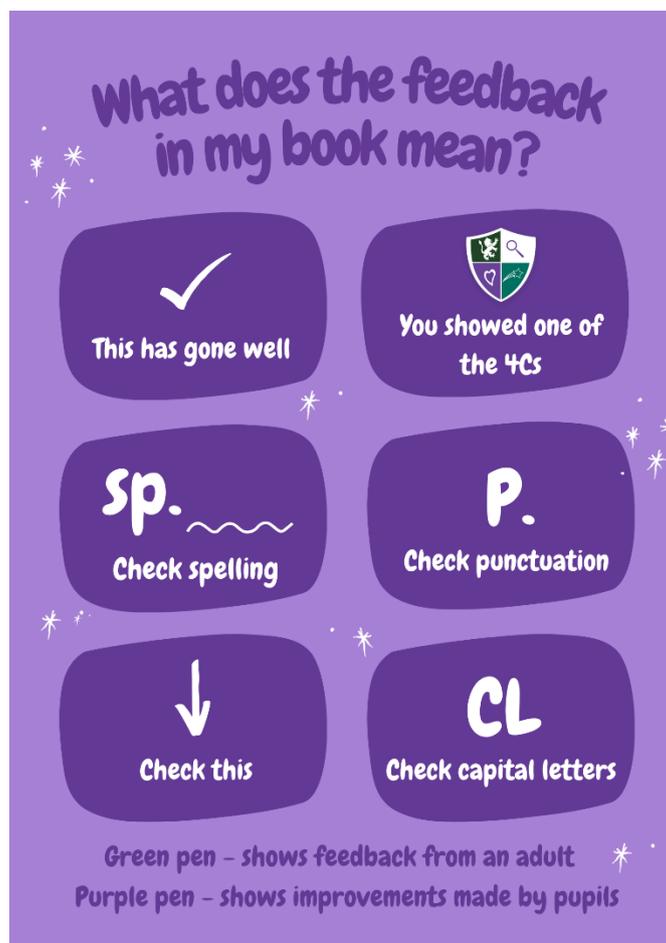
Self and peer assessment can be highly beneficial strategies when used effectively.

Self-assessment helps pupils to identify their own mistakes, find opportunities to improve their learning, and become reflective, independent learners.

We recognise the limitations of self and peer assessment and teachers will take measures to ensure that this practice does not compound misconceptions.

### Marking Code

Written marking can be an effective way of supporting pupils to identify strengths and areas for improvement in their learning. Adults will use the following marking code at their discretion to support effective feedback processes.



**The Fulbourn Shield** The 4 Cs (courage, compassion, curiosity and creativity) underpin all that we do here at Fulbourn Primary School and we believe they support our children to become highly effective learners. To celebrate the demonstration of the 4Cs, adults stamp the Fulbourn shield into children’s books and tick the 4C the children have demonstrated.

**Marking for errors** can be important to support children’s progress. Where possible, children will be supported to identify and correct their own errors as part of their learning process. The marking code can be used to support children to identify these errors and take increasing independence in correcting them. The correct spelling of key subject vocabulary and high frequency words is an important part of supporting children to become effective communicators. Children will be supported to use classroom tools (word banks, spelling lists, dictionaries) to correct these spellings themselves in their learning.

**Next step marking** will be given where the teacher feels this will be impactful. Where used, next step feedback will always be followed by time for children to respond to advice.

### Feedback in different subjects

**Maths** – All learning should be self, peer or teacher marked. Reasoning responses will be closely monitored by teachers, to ensure children are responding fully and using appropriate mathematical vocabulary.

**English** – All work will be self/peer/teacher assessed against the success criteria. Pieces of extended writing (particularly in the innovation stage of the writing process) will include next step developmental feedback to support pupils to further develop their writing at word, sentence and text levels.

**Foundation Subjects** – All learning will be self/peer/teacher assessed against the success criteria. Mistakes in specific vocabulary will be identified to support the children to correct independently using word banks.

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## Monitoring

In order to ensure children are receiving productive feedback team leaders, senior leaders and subject leaders will monitor the implementation of this policy through:

- Environment walks/lesson observations
- Reviewing whole class feedback sheets completed
- Monitoring planning
- Talking to children
- Completing pupil progress reviews