St Mary's RC Primary School, Battersea

FORMATIVE FEEDBACK POLICY

Approved By	Governors
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Review Due	
Review Cycle	Annually

Contents

Introduction

Quality feedback is essential for effective learning and teaching. Feedback needs to be **formative** and this underpins the main aims of St Mary's Feedback Policy. Formative feedback should be given equal weighting across all subjects not simply English and Maths. Oral and written feedback can be given in Art, DT and all Foundation Subjects to celebrate the successes and then identify how improvements can be made.

Principles

Formative feedback comments on the quality of a pupil's work and offers advice on how to improve.

It contains 3 key elements:

o   Evidence on where the pupil is now
o   A definition of the desired goal
o   Practical strategies to close the gap

The advice on how to improve is critical for feedback to be truly formative and have a positive impact on the children's learning and understanding. Formative feedback points pupils towards ways to realise the improvements and reach the desired goal.

Formative Feedback must be:

o   Timely
o   Relate to the focus of the learning (success criteria/ LO)
o   Identifies where success has occurred
o   Identifies where and how improvement can take place
o   Allows time for improvement
o   Is accessible to the pupil in terms of meaning/vocabulary

Who is Involved?

o   **Leadership Team:** Monitoring, Evaluation and Inset

o   **Class Teachers:** Feedback to children in a range of oral and written forms

o   **Pupils:** Co-operative marking and oral/written feedback to teachers

o   **Learning Support Staff:** Feedback given in line with the lesson objective and Feedback Policy

Types of Feedback

Feedback at its best is immediate, with lots of oral interaction and cooperative peer marking. There is still a strong argument for written feedback. Formative written comments should follow the main principles highlighted at the beginning of the policy.

Oral Feedback

Oral feedback is usually given during a lesson. The impact of oral feedback should not be underestimated because it is less formal.

It can decrease workload and be a very powerful and effective tool as it:

o   Is personal and specific to the pupil
o   Is immediate and so allows for quick remediation and improvement
o   Reinforces the relationship between teacher and pupil and allows for the pupil to respond and participate

Oral Feedback Codes	
VS	**visual stop e.g. visualiser, iPad, IWB**
VF	**verbal feedback given**
CI	**cooperatively improved (both children to initial the improved piece)**
SA	**self-assessment**
⟹	**arrow in margin following a VS (can be recorded by pupil or adult)**
MP	**mini plenary (can be recorded by pupil or adult)**
_____	**error underlined in green during discussion by adult for children to improve**
TP	**Talk Partners – code to be used on planning**

See Appendix 1 for additional information regarding visual stop (VS)

See Appendix 2 for additional information regarding cooperatively improving a piece of work (CI)

See Appendix 3 for additional information regarding mini plenary (MP)

See Appendix 4 for additional information regarding talk partners (TP)

Written Feedback

There are different types of written formative feedback:

o Reminder prompts
o Scaffolded prompts
o Example prompts

Reminder	Draws the learners' attention back to the learning intention.	**Reminders are the least supportive type of prompt – the most basic instruction on how to improve the work/learning and the most suitable prompt for able pupils.**
Scaffolded	Gives more help by focusing on specifics, helping learners to extend their present understanding and improve their work.	**Scaffold prompts are for pupils who need more support than a simple reminder.**
Example	Make suggestions, offer information, give a range of possible answers to choose from.	**Example prompts are the most supportive type of prompt and are extremely successful with all pupils, but especially with average or below average attaining pupils. They are more explicit, instructional and illustrative statements of how to improve.**

See Appendix 5 for Example comments for all three types of written prompts.

Using a mixture of verbal feedback strategies within a lesson followed by written comments, which applaud the best bits and suggest further ways to improve, would seem to be the best option for moving children's learning on.

Written Feedback Codes	
◯	An error e.g. missed capital letter is circled, incorrect digit used in calculation by teacher
SP _____	SP written in margin to denote a word is spelt incorrectly. Teacher to model word correctly at the end of the piece of work for children to copy
?	This does not make sense and needs rewording
tick or double tick	Tick = correct Double tick = a child has achieved something directly asked for in the success criteria or learning objective
//	Start a new paragraph
^	Insert missing word(s)
•	Incorrect answer eg in maths
I	Independent work

TA/NN	Supported by Teaching Assistant Supported by Nursery Nurse
1:1	One to one support from an adult

Written codes need to be explicitly taught to children so that they understand the symbols being used in their books/during shared writing activities.

Expectations

- o All pieces of work should be given feedback (variety of oral and written types).
- o Feedback must be timely ie. immediate, within the lesson where possible or before the next lesson
- o In English, Maths and RE every child should have at least one piece of work per week marked in detail with formative written feedback
- o In classes/groups of less than 15 pupils each piece of work should be marked in detail with formative comments
- o For English and Maths there should be a balance of adult and pupil feedback
- o Teacher's handwriting should be neat, easy to read and using the school handwriting font
- o All feedback by adults should be in green pen
- o Not every spelling, grammar or punctuation error needs to be corrected, it should be developmentally, age and success criteria relevant
- o For foundation subjects there should be evidence in topic books of teacher, peer and self-assessment
- o Supply teachers should mark and initial all work
- o Feedback that is given to the teacher by the pupil is most powerful and should be encouraged
- o Mid lesson mini plenaries and talk partners are powerful tools for modeling excellence and making improvements, these should be a key feature of lessons

Moderation

It is expected that cross year group moderation will occur regularly throughout the academic year during staff meetings and phase team meetings.

Monitoring

Feedback will be monitored by senior management through book scrutinies and lesson observations

Appendix 1 Visual Stops

Advancing technologies e.g. visualisers and Ipads have enabled teachers to stop at any point during a lesson and ask the class to analyse ongoing work.

Randomly selecting a piece of work using lolly sticks or similar is effective as it keeps everyone focused not knowing whose work will be picked. Anybody's work can be discussed if the same process is used, whether the highest or lowest achiever is the author of the work.

1. Ask the class to read through the piece first, look at it if art work, study it if mathematics etc.
2. In pairs children decide on what are the best bits, by using the success criteria. Children then give their opinions about the best bits and these are highlighted/underlined and analysed as to why they are so good.
3. The class is then asked if any parts could be improved or made even better. If there are no obvious improvement places it could be how the piece of work could continue. If a sentence feels right, even though there might not be spectacular adjectives the children should leave it intact. (Not improving things simply for the sake of it).
4. After this modelling and possible magpieing of good ideas, words or phrases children *could* work cooperatively in pairs, working with one book at a time to discuss their own work in the same way.
5. Initially more time would be spent cooperatively marking as a class until they become experienced at looking at a piece of work with a partner.

(Shirley Clarke videoclip taster of visual stop: http://bit.ly/1fnZB5c)

Appendix 2 Cooperative Feedback

This is not swapping books but sharing one book between two children where one pupil is the author of the piece of work.

1. Both children read and discuss one of their pieces together.
2. Together they decide on the best bits, they may disagree but reasons are given - those bits are identified and could be underlined.
3. Then together they talk about improvements that could be made and the author of the piece of work makes them there and then.
4. No comments are written on the piece by either child, and the author has the last say on the choice of improvement.
5. Cooperative improvement can be used across all subjects eg one piece of maths, one model, one piece of artwork

(Shirley Clarke videoclip taster of cooperative feedback: http://bit.ly/1lZulrY)

Appendix 3 Mini Plenary

This is similar in many respects to a visual stop. A mini plenary can happen at any point in a lesson and can occur more than once. It may involve listening to a child read their piece of writing, explain their maths strategy or show a piece of art work.

As with a visual stop, the successes are identified and praised (to encourage magpieing and improvements being made to work). Areas for improvement on a piece can also be identified by the children, to encourage active participation in learning, self-evaluation and metacognition (learning about learning).

A mini plenary can also be used to address common misconceptions or errors that arise during a lesson. This is excellent formative assessment/feedback to move learning on with immediacy for groups of pupils.

Appendix 4 Talk Partners

o Talk partners allow children to have enough "think time" before they speak and an opportunity to articulate their thoughts. Talk partners also allow maximum participation rather than simply one child in the class speaking (hands up culture).
o This oral feedback from children to teachers is powerful in allowing teachers to gauge how much a child/group understand.
o A common positive consequence of talk partners is that they write more after having time to rehearse their thinking out loud.
o Partners can be chosen randomly and they should change **frequently** to ensure that children have a rich diet of different learning partners over the course of a year.
o Mixed ability pairings are successful as the more able child often becomes an explainer which is a higher order skill which deepens their own learning. In turn the more able learner is often surprised by the quality of the verbal contributions a lower achiever might make.
o Talk trios can also be successful particularly for EAL pupils.
o There are many flexible ways to choose pairings: lolly sticks, matching 2 parts of a picture, establishing talk partners at the beginning of the week, computer randomisers.

For talk partners to be successful, children need to be taught explicitly how to be a good talk partner – class ground rules/success criteria should be established visible in the classroom.

Possible talk partner ground rules:

o Face your partner
o Look at your partner (eye contact)
o Sit close to each other
o Listen to each other
o Take it in turns to speak
o Speak clearly (don't cover your mouth)
o Talk about the work
o Help to explain things
o Let both people have a turn
o Ask questions
o All answers are important – no laughing at answers
o Remember – getting things wrong can help us learn

Appendix 5 Examples of Written Formative Feedback

Improvement Prompts			
	Reminder	**Scaffold**	**Example**
	Draws learners' attention back to the learning objective	Gives more help by focusing on specifics, helping learners to extend their understanding and improve their work	Make suggestions, offer information, give a range of possible answers to choose from
Why? (justifying statement)	Say why you thought this Why did you use this strategy?	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: It was dismal because I was bored all of the time I found it dismal having only my granddad to talk to
How did you s/he feel?	Say how you think this made him feel	How do you think X felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? Angry that people did not trust him Annoyed with himself for lying in the past?
Add something	Use more adjectives and adverbs here.	Let's use some adverbs to describe how they fought. Fill in the words: Jason tried _____ to distract him, but the dragon _____ly used his strength to get past	Improve the fight by using one of these or one of your own: The dragon's tail lashed viciously, cutting Jason's flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.
Change something	Think of a better word than bad	What kind of monster was he? Change bad for a word which makes him sound more scary?	Try one of these or your own instead of bad: Ferocious Terrifying evil
Tell us more	Could you describe X?	What type of boy is James? Good, bad, kind, shy excitable or naughty? James was a ………………	Describe James's character. Perhaps: James was a kind, likeable boy with a great sense of humour.

			For instance…… James was often excitable and noisy but would be quiet and serious when he was working.
What happens next?	How is your story going to end	What would be the next two steps in the grid method to show your method?	Choose one of these or your own ending: George was unlucky because he tipped over Grandma's medicine before she drank it all George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.