



The Federation of Sacred Heart and St Mary's RC Primary Schools

FORMATIVE FEEDBACK POLICY

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Quality feedback is essential to improve pupil learning. The federation of Sacred Heart R.C Primary School, Battersea and St Mary's R.C Primary School, Battersea centres its feedback policy upon the following key Education Endowment Fund recommendations.

Key EEF Recommendations

1. Principle: Lay the foundations for effective feedback

Before providing feedback, teachers are expected to provide high quality instruction, including formative assessment strategies. This is because high quality instruction will reduce the work that feedback needs to do. **Formative assessment strategies are required to set learning intentions/ objectives (which feedback will aim towards) and to assess learning gaps (which feedback will address). High quality instruction also includes:**



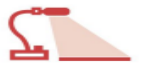
Planning one challenging learning objective for all (alongside well devised activities) that takes into account prior learning **so that** pupils have high expectations of what they can achieve



- Clear and precise explanations grounded in secure subject knowledge **so that** pupils acquire new knowledge and skills. Be a story teller and bring the curriculum to life. Share/co-construct success criteria and the tools that are needed to achieve learning intentions. This is also known as the process of **'Feeding Up'**.



- Modelling expectation and outcomes **so that** pupils know how to **apply** the knowledge and skills



I do, we do, you do



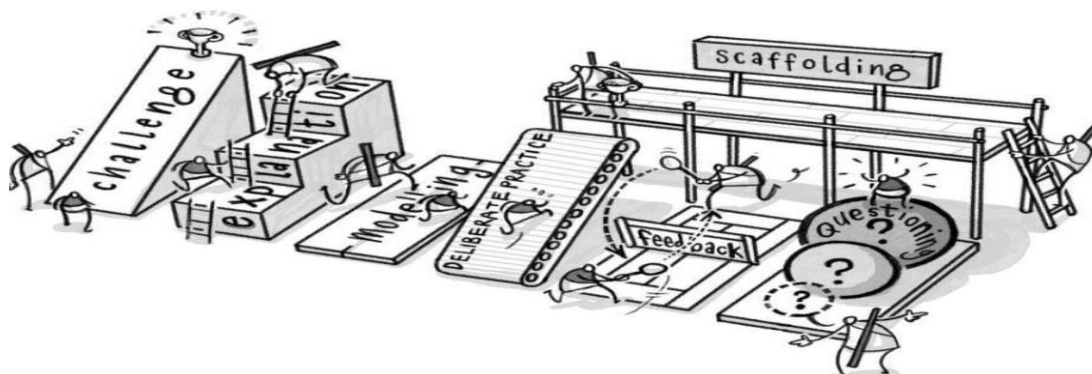
- Well considered and targeted questioning **so that** pupils are made to think hard with breadth, depth and accuracy to move learning forward



- Use of scaffolding and adaptation of tasks (refer **Ordinarily Available Provision for additional support for SEN**) to cater for the needs of all learners. Aim for low-threshold (all can access/find a way to engage at own level), high ceiling (built in room for challenge and depth)



- Built in opportunities for deliberate practice **so that** pupils know more, do more, remember more.



2. Principle: Deliver appropriately timed feedback that focuses on moving learning forward



Feed-back

'Close the gap' with timely feedback that relates to the learning and provides information about the student's current level of achievement.

Scaffold and support where needed

Get pupils reflecting and responding

Feed-forward

*Move learning forward so that progress is made.

'Feeding forward' provides guidance on next steps for improvement.*

There is not one clear answer for **when** feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil and the collective understanding of the class.

Feedback should focus on **moving learning forward**, targeting the specific **learning gaps** that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, effort and self-regulation strategies.

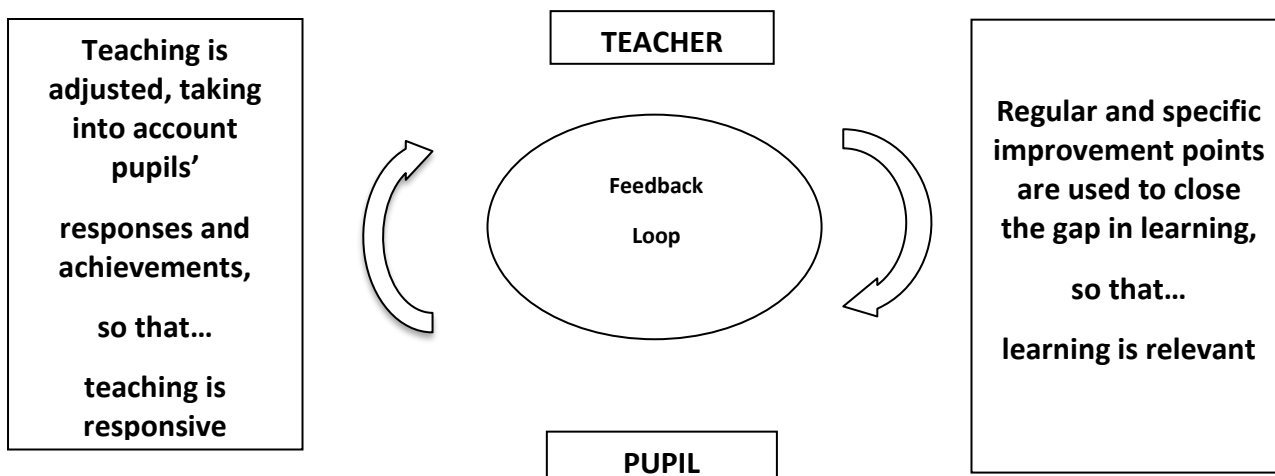
Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks, is less likely to be effective, e.g. Lovely work

At Sacred Heart Battersea and St Mary's, Battersea, teacher feedback (either verbal or written) will:

- Relate to the focus of the learning (which forms part of the school's curriculum intent, i.e.: specific knowledge and skills/key milestones and related success criteria),
- Identify where success has occurred
- Identify where and how improvement can take place
- Be accessible to the pupil
- Allow time for improvement (Reading, Response and Reflection time)

A vital part of formative feedback process is implementing the **"Feedback Loop"**

Addressing prior learning is essential when finding out what pupils already know so that teaching can be responsive and adaptive. Regular and specific improvement points are used to close gaps and ensure learning remains relevant.



3. Principle: Plan for how pupils will receive and use feedback



Careful thought should be given to **how pupils receive** feedback. Pupil motivation, self-confidence, their trust in the teacher and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

Teachers should also provide opportunities for pupils to use (read, respond to and reflect upon) feedback. Only then will the feedback loop be closed so that learning can progress.

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.

At Sacred Heart and St Mary's, we work on encouraging our pupils' metacognition and self-efficacy: their preparedness to make mistakes and to continually improve and grow in their learning. We refer to our mistakes as 'Marvellous Mistakes'.

"Metacognition is self-evaluation, in which pupils are perceptive and honest observers and critics of their own performance"

Guy Claxton, 2018



One of the ways we do this is by developing their learning behaviours. The 8 learning behaviours we focus on at school are:

- *Being curious (curiosity)
- *Having a go (perseverance)
- *Co-operating
- *Enjoying learning

- *Improving
- *Using your imagination (creativity)
- *Concentrating
- *Not giving up (resilience)

We also encourage pupils to apply the PETI method when they are reflecting on their learning or are stuck:



- **Pactice**-could they improve with more practice?
- **Effort**-could they improve if they put in more effort?
- **Time**-do they need more time to improve?
- **Input**-do they need input from a peer or an adult to help them improve?

At Sacred Heart and St Mary's, we set a high expectation for all, encouraging children to be in the 'struggle zone' or 'challenge zone' to be learning (just outside their comfort zones). In the 'struggle zone', there is high challenge but low stress. Thinking is required and as a result, effective learning takes place.

Who is involved?

Pupils: Co-operative feedback with peers and verbal/written feedback to teachers Pupil to teacher feedback is vital. ***'Feedback to teachers makes learning visible'***

Class Teachers: feedback to children in a range of verbal and written forms

Learning Support Staff: supporting class teacher in the delivery of feedback to pupils; facilitating and quality assuring co-operative feedback between peers

SLT and Subject Leaders: pupil conferencing, monitoring, evaluation and continuous professional development.

4. Method: Carefully consider how to use purposeful, and time efficient, written feedback



As the EEF findings on teacher feedback states:

"Written methods of feedback, including teacher comments, marks and scores can improve pupil attainment, however the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the main principles of effective feedback (see above for recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject or self-regulation, and is then used by pupils. Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload."

Written feedback at Sacred Heart, Battersea and St Mary's, Battersea is a matter of a teacher's professional judgement and will be used in accordance with the above EEF guidance. Written feedback may happen 'in the moment' during lessons, or may be delayed until after the lesson, depending on the **task** set, the individual **pupil** and the collective understanding of the **class**. What must be considered is the '**Time vs impact ratio**'-the amount of time taken on written feedback vs the impact that it has on a pupil's learning.

For example, written prompts providing feedback on a pupil's writing during the editing process; written scaffolds to support a pupil in Maths when they have become confused with their written calculation

Written feedback may appear in the following ways:

Acknowledgement marking and checking books

This is where a brief comment (focused on task/subject/self-regulation or effort) or even a signature, shows a child that their work has been read. **N.B-this is most suitable when a significant amount of feedback has already taken place within the lesson. Pupils' work marked in this way is then checked for planning purposes, often 'piling' books up for the next lesson.**

'**Piling**' is a system adopted by teachers to simply organise the children's work based upon what they need to work on. This checking exercise then informs the teacher's planning for the next lesson, e.g focusing on explanations needed and then an opportunity for pupils to practise those skills that need improving. Teachers may use other methods, e.g use of coloured book marks in KS1, but the process is essentially the same. (Also used alongside 'Whole class feedback')

Success and Improvement comments

As and when needed (in accordance with above EEF guidance), a teacher will use their professional judgement to write a success and improvement prompt that a pupil responds to. There are three main types of written success and improvement prompts that teachers use at Sacred Heart, Battersea and St Mary's, Battersea, to close gaps in pupils' understanding and to move them on with their learning:

- Reminder prompts
- Scaffolded prompts
- Example prompts




These prompts provide pupils with a way in which to respond to their teacher’s comments and a clear understanding of what they can do next to improve their learning. **EEF research on feedback shows that low attaining pupils tend to benefit the most from explicit feedback.**

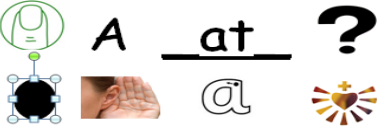

Reminder	Draws the learners’ attention back to the learning intention/success criteria or asks pupils a question to help them deepen their understanding.	Reminder prompts can be used with all pupils to secure understanding or to extend/deepen understanding.
Scaffolded	Gives more help by focussing on 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	The teacher makes suggestions, offers information, gives a range of possible answers for the pupil 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

Written feedback codes

Teachers may use a selection of methods/codes to identify areas of success/improvement. **(See appendix for example comments for all three types of written prompts)**

Written Feedback Codes	
Tickled Pink Noteworthy effort or evidence of success criteria/progress towards learning L.O. is highlighted/underlined in pink (to signify ‘Tickled Pink’) by teacher. Or A tick in purple pen is an alternative to above or to simply show that something is correct.	
Green for Growth <hr style="border: 1px solid green;"/>	Error highlighted or underlined in green (signifying ‘Green for Growth’) by teacher for children to improve

	<p>Yellow boxing-teacher highlights a selected area of written text with a yellow box to provide specific feedback (areas of success and areas for improvement)</p>
	<p>An error e.g. missed capital letter is circled, incorrect digit used in calculation by teacher</p>
<p>SP _____</p>	<p>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</p> <p>Spelling mistakes should be based on age related expectations/age of development for SEN, e.g. phonics stage, common exception words, words lists</p>
<p>?</p>	<p>This does not make sense and needs rewording</p>
<p>//</p>	<p>Start a new paragraph</p>
<p>^</p>	<p>Insert missing word(s)</p>
<p>.</p>	<p>Incorrect answer e.g. in maths</p>
<p>I</p>	<p>Independent work</p>
<p>TA</p>	<p>Supported by Teaching Assistant</p>
	<p>Traffic Light system for self-assessment (recorded by pupils in books).</p> <p>Check boxes in K.Os-self-assessment against L.O</p>
<p>Add, Take away, Change (works well in Read, Respond, Reflect time)</p>	<p>Particularly useful in written subjects and used to prompt <u>reflection</u> and move learning forward.</p> <p>E.g Is there a powerful verb you could add here?</p>

	<p>Is there an adjective you could take away here?</p> <p>Could you change x for a more precise vocabulary choice?</p>
	<p><u>EYFS/Yr 1</u></p> <p>Children in Reception and Year 1 classes use writing prompts to support them during writing activities. Prompts include finger spaces, capital letters, write on the line, 'Does this make (grammatical) sense?', use of phonics and correct letter formation. Teachers can assess against writing prompts and/or children can use as a self/peer assessment tool.</p> <p>Improvement prompts are also used in Year 1 (and where appropriate in R).</p>
	<p><u>Hilary House</u></p> <p>In Hilary House staff use a range of feedback methods from the policy, according to the pupils' age and level. The stickers are used in Literacy as prompts to remind children to check their work for capital letters, punctuation, finger spaces, handwriting and spelling.</p> <p>All feedback in Hilary House is provided within the same lesson, leaving children an opportunity to respond immediately. The language used in the books reflects the level of development of each child, and must be worded in a way which makes sense to the child. Verbal feedback is often used, and is noted according to the policy.</p>

5. Method: Carefully consider how to use purposeful verbal feedback

The EEF states the following in relation to verbal feedback:

“Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (recommendations 1-3) are followed.”

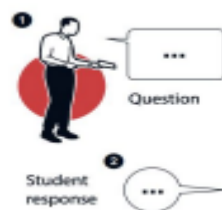
Often, verbal feedback is given ‘in the moment’ and ‘on the move’ during a lesson and this can be very effective. The impact of verbal feedback should not be underestimated because it is less formal.

It can be a very powerful tool as it:

- Is personal and specific to the pupil
- Is immediate and so allows for quick remediation and improvement
- Reinforces the relationship between teacher and pupil and allows for the pupil to close gaps in their understanding

Verbal feedback can be:

- Teacher to pupil or groups of pupils
- Teaching assistant to pupil
- Pupil to teacher/teaching assistant
- Peer to peer (as in co-operative feedback)
- Whole-class (via Whole-Class feedback sheet (following piling work in books) or mid lesson learning stops/mini plenaries



Verbal Feedback Codes (can be recorded by teachers or pupils <i>under instruction of teacher</i>)	
G	Guided group
CF	Cooperative feedback with talk partner (both pupils to initial the improved piece in red)
TI	Teacher intervention- e.g. visualiser stop using ipad/IWB/visualiser, as a mini plenary or whole class/group intervention
<u>Early Years Foundation Stage</u> In Nursery and Reception verbal feedback is given within the lesson. Teacher/Nursery Nurse prompts and pupil responses are recorded where relevant as evidence for Foundation Stage profiles.	

Reflective Questions for teachers

- Have I laid the foundations for effective feedback? Am I clear about what I want my pupils to know/remember/do? Are they clear on what that looks like and how to achieve it? (**EEF Principle 1**)
- Am I feeding back (verbal or written) in good time to close gaps and move learning forward? (**EEF Principle 2**)
- Is there a culture in my class that is conducive to receiving feedback (refer self efficacy)? Is the feedback that pupils receive (Teacher to pupil; TA to pupil; pupil to pupil) **kind, specific, helpful**? Does my feedback foster a growth mindset and encourage the children to aim for excellence? Do we celebrate 'Marvellous Mistakes'? Is there a 'Not yet' mindset? (**EEF Principle 3**)
- Are my lessons flexible and based on feedback on the performance of pupils (Refer **Feedback Loop**)?
- Do pupils have time to **Read, Respond and Reflect** on feedback? (Respond & Reflect for VF)



Expectations and Monitoring

- The majority of pieces of work should display a form of feedback (e.g. acknowledgement marking/checking/improvement prompts by teacher in purple pen; peer or self-assessment in red pen). If an improvement prompt has been used by a teacher, pupils must be given time to read, respond and reflect in next lesson
- All pupils in Years 2-6 to edit/respond to marking/cooperatively improve in **red pen** (NB- when cooperatively improving the child whose work is being improved should be editing with the pen.)
- Teachers' handwriting should be neat and legible, in **cursive script**
- All written comments or codes by adults should be in **purple pen**.
- Whole class teacher interventions, either mid-way or at the start of a follow-up lesson via mini plenaries and visualiser stops as well as peer assessment/cooperative improvement strategies are powerful formative feedback tools. These should be a key feature of lessons for closing gaps in understanding and making improvements.
- Not every spelling, grammar or punctuation error needs to be corrected; it should be developmental, age and success criteria relevant.
- Pupils should mark their own work and not each other's by changing to red pen. Pupils should not be expected to announce test scores to the class. Teachers should helicopter and support pupils who may struggle with self-assessment and should check that pupil marking is accurate.
- Teaching assistants can be used to scan and check/pile homework to support teachers. Teachers have ultimate responsibility for the acknowledgement of homework however. Pupils self-assessing homework as part of whole class discussion (under the supervision of the teacher) is acceptable. Teaching assistants can also be used to mark short tests such as weekly spellings or basic number facts. They can acknowledge and make comments in a reading diary. Any work marked by teaching assistants should be initialled. Teachers must be responsible for the acknowledgement and feedback of all work in books and for the marking and scoring of summative tests, e.g. Sats practice tests, NFER.
- Supply teachers should acknowledge all work and write '**Supply**' in purple pen next to the date.

Monitoring

Formative feedback strategies will be monitored by SLT and core subject leaders through book monitoring, pupil conferencing, learning walks, lesson observations and planning monitoring.

Appendices-in review-to be updated following SC Inset Oct 2024

Appendix 1

Visualiser Stops

Visualisers and ipads enable 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 (e.g Secret Writer) 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.

Appendix 2

Mini Plenary/Mid lesson stops

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 3

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.

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

(Shirley Clarke video clip taster of cooperative feedback: <http://bit.ly/1lZulrY>)


Appendix 4

Examples of written improvement prompts

Improvement Prompts			
	<u>Reminder</u>	<u>Scaffold</u>	<u>Example</u>
	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?	How do you think he felt? Angry that people did not trust him

		Do you think he might have regretted anything he'd done before?	Annoyed with himself for lying in the past? Your own ideas?
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 <i>more scary</i> .	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 boy.	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 do you think happened to George because of this? How did Grandma react? Did she react well? Was she annoyed? Was she understanding?	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.

Examples of some Maths specific prompts:

	Odd one Out/Which one doesn't belong	True or False	Fill in the missing numbers	Spot the mistake
How it might look in KS2	Which is the odd one out? 0.2 1/5 25% Explain your choice	"2 is the only even prime number" True or false? How do you know?	$\frac{\square}{3} = \frac{8}{12} = \frac{4}{\square}$	Can you spot the mistake? $\begin{array}{r} 56 \\ + 97 \\ \hline 143 \\ \hline 1 \end{array}$
How it might look in KS1	5, 10, 15, 22 , 30 Why does 22 <u>not</u> belong in the sequence?	$4 + 10 + 5 = 19$ True or false? Explain your answer.	$2 + \square = 6$ $\square - 3 = 8$	 ___ says "this is a square". What mistake has he/she made?
How it might look in EYFS	<i>In EYFS, formative feedback will be given verbally in the moment, to challenge and extend, both individually and collectively by the class teacher and/or support staff</i>			

Appendix 5

Success criteria are the learning objective broken down into mini-goals or ingredients. They can often be referred to as a pupil's 'toolkit'.

Once the learner has success criteria, they have a framework for a formative dialogue-with peers or adults-which enable them to:

- Know what the learning objective means;
- Know the steps involved with a closed learning objective (e.g. to find percentages of whole numbers) or the elements of a particular writing form (e.g. a newspaper report);
- Know the possible ingredients for an open learning objective (e.g. a ghost story opening);
- Identify where success has been achieved and where help might be needed;
- Be clearer about where improvements can be made;
- Discuss strategies for improvement;
- Reflect on progress.

For closed learning objectives, success criteria are particularly useful, as they are usually compulsory elements and can therefore be tracked throughout a task. For open learning objectives, where inclusion of the success criteria does not in itself ensure quality, the concept of excellence needs to be modelled.

It is important to say here that in writing, success criteria for the genre should be acknowledged but emphasis must equally be placed on what makes writing engage the reader.

Success criteria can be constructed by the teacher or better still, co-constructed alongside the pupils. Pupils can also produce success criteria independently and this provides the teacher with valuable insight into a pupil's understanding.

The impact of co-constructed success criteria is that:

- Pupils become more independent
- Pupils have more ownership over their learning and ongoing assessment
- Pupils can decide criteria for which help is needed;
- There is higher achievement when pupils have seen good examples and can follow or choose from the success criteria they have generated;
- Older children can teach younger children more effectively;
- Higher achievers can teach lower achievers more effectively

Strategies used by teachers to co-construct success criteria includes:

- Showing excellent, different examples of the same skills
- Demonstrating a technique or skill e.g. in PE, Music, Art
- Doing it wrong and inviting pupils to correct whilst drawing up success criteria as they go along.
- Showing a wrong example and inviting pupils to correct it
- Working through examples, e.g. analysing a bar graph for instance and discussing what helped pupils to interpret it whilst pulling out the key elements.
- 'Jig sawing' the pieces of success criteria (e.g. of an excellent newspaper report, an invitation, a letter or a persuasive letter), and inviting children to reassemble them invites pupils to be involved in the content of the subject matter and shows them an example of what a good one looks like.
- Playing success criteria bingo is useful when revisiting previously generated success criteria. Teachers ask pupils to quickly write the criteria from memory on a blank bingo card. The teacher then randomly selects pupils to read out criterion that has been revealed and asks them to give an example of its meaning. Every child who has written that criterion can then cross it out on their card. The game then continues until the entire criterion has been revealed and there is a winner.