Sacred Heart Primary School, Battersea

Formative Feedback Policy

SACRED HEART, BATTERSEA' S FORMATIVE FEEDBACK POLICY

Quality feedback is essential for effective learning and teaching. Feedback needs to be **formative** and this underpins the main aims of Sacred Heart, Battersea's Feedback Policy.

Principles:

Formative feedback comments on the quality of a pupil's work and offers advice on how to improve. It contains 3 key elements:

- Evidence on where the pupil is now
- A definition of the desired goal
- 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:
- Timely
- Relate to the focus of the learning (success criteria/ LO)
- Identifies where success has occurred.
- Identifies where and how improvement can take place
- Allows time for improvement
- Is accessible to the pupil in terms of meaning/vocabulary

Who is Involved?

SLT and Subject Leaders: monitoring, evaluation and inset

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

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

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.

Verbal Feedback:

Verbal feedback is given during a lesson. The impact of verbal feedback should not

Verbal Feedback Codes	
VF	**Verbal feedback given**
G	**Guided group**
CI	**Cooperatively improved with talk partner (both pupils to initial the improved piece)**
TI*	**Teacher intervention- e.g visualiser stop using ipad/IWB, mini plenary or whole class/group intervention**
_____	**Line ruled in book underneath written work following TI (can be recorded by pupil or adult)**
Tickled Pink **Noteworthy effort/effective use of success criteria highlighted/underlined in pink (to signify 'Tickled Pink') by teacher. NB: Can be used during verbal or written feedback.** **Or** ✅ **A tick as an alternative to above or to simply show that something is correct.**	
Green for Growth **Or** _____	**Error highlighted/underlined in green (signifying 'Green for Growth') during discussion by teacher for pupil to improve**
Early Years Foundation Stage **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.**	

be underestimated because it is less formal. It can decrease workload and be a very powerful and effective 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

*See appendix 1 for additional information regarding visualiser stops (an example of a teacher intervention)

Written Feedback:

There are three main types of written 'improvement' prompts used by teachers to 'close gaps' in pupils' understanding and to move them on with 'next steps' :
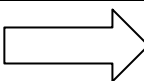
- **Reminder prompts**
- **Scaffolded prompts**
- **Example prompts**

Such direct prompts provide pupils with a manageable way in which to respond to their teacher's comments and a clear understanding of what they can do next to improve their learning

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**

Using a mixture of verbal feedback strategies within a lesson followed by written comments that applaud the best bits and suggest further ways to improve is (as current research advises) the best method for moving children's learning on.

Written Feedback Codes
Tickled Pink **Noteworthy effort/effective use of success criteria highlighted/underlined in pink (to signify 'Tickled Pink') by teacher. NB: Can be used during verbal or written feedback.** **Or** ✔ **A tick as an alternative to above or to simply indicate something is correct.**

Green for Growth **Or** _____	**Error highlighted/underlined in green (signifying 'Green for Growth') during discussion by teacher for children to improve**
✔✔	**Double tick against learning objective = a child has achieved the learning objective**
⇨	**Next step/Area for growth before a written improvement prompt**
◯	**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**
//	**Start a new paragraph**
^	**Insert missing word(s)**
.	**Incorrect answer e.g. in maths**
I	**Independent work**
TA	**Supported by Teaching Assistant**
1:1	**One to one support from an adult**

CI	**Cooperatively improved (can be recorded by teacher or pupil)**
SA	**Self-assessed (can be recorded by teacher or pupil) against success criteria** ** see Appendix 5 for details re: 'success criteria'*
	Traffic Light system for self-assessment (recorded by pupils in books). Most effective in fact based subjects such as Maths/Science/Grammar
	EYFS/Yr 1 **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.** **Improvement prompts are also used in Year 1 (and where appropriate in R).**
	Hilary House **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.** **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.**

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:

- All pieces of work should be acknowledged and a form of feedback given (e.g.verbal or written teacher feedback, peer or self-assessment)
- Feedback must be timely i.e.: within lesson where possible and appropriate (e.g via verbal feedback, cooperative improvement, a guided group, a mini plenary or visualiser stop) or before the next lesson (if written).
- Formative written feedback must be provided by the teacher when and where needed to close gaps and improve learning. In **English, Maths, Science and RE, it is an expectation that, where written work has been produced, that** every child should have at least **one** piece of work **per week,** marked by the teacher, with **an 'improvement prompt'-reminder, scaffold or example** (*see Appendix 4 for examples*)**.**

  NB. This is with the exception of occasions in EYFS/Yr 1 where lessons in Science or RE for the week may be of a practical nature and written work has not been produced. However, where opportunities for photographic evidence of learning or shared findings are put in books, formative feedback codes, e.g VF, TI and where applicable, improvement prompts should still be used to secure and extend learning.

- **All improvement prompts must be responded to by pupils 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 feedback by adults should be in **green 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.
- Supply teachers should mark all work and write **'Supply'** in green next to the date.

Moderation:

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

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.

Appendix 1

Visualiser 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.

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Appendix 2

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.

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Appendix 3

Cooperative Improvement

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 e.g. one piece of maths, one model, one piece of artwork

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

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Appendix 4

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? 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 *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 ……………… 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.

Appendix 5

Details regarding 'success criteria'

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.