

YSGOL GYNRADD BLAENHONDDAN

FEEDBACK FOR LEARNING POLICY



Version 1	October 2022	Ratified by GB Oct 2022	Reviewed March 23
<u><i>Reviewed April 2025</i></u>			

Work Together, Play Together, Succeed Together

Gweithio gyda'n gilydd, Chwarae gyda'n gilydd, Llwyddo gyda'n gilydd

Feedback for Learning - Action Research

This Feedback for Learning policy is underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving learners' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit - an evidence synthesis produced by the EEF, Sutton Trust and Durham University - found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).

Feedback is a 'consequence' of performance (Hattie & Timperley, 2007). If we consider this in relation to our core values at Blaenhonddan, as well as our mission statement ...to create well-rounded learners that are fully prepared for their life beyond Blaenhonddan Primary School, then feedback has to contribute to this process. Maslow in his hierarchy of needs model, indicated that 'the need for respect or reputation is most important for children and adolescents [as well as] self-actualization needs where one realise[s] personal potential, self-fulfilment, seeks personal growth and [has] a desire to become everything one is capable of becoming '(Maslow, 1987).

This policy also recognises that 'marking' is central to a teacher's role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide learners with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning' (M. Myatt 2013). Providing plenty of feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that the learner takes.

At Blaenhonddan we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve.

We will regularly look at books to uphold a high standard of presentation and to maintain our high expectations for developing literacy across the school; this will be done using our literacy marking codes.

What does other research say?

Eliminating unnecessary workload around marking - Independent Teacher Workload 2016 Review Group, March 2016

- "Determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers".
- "Help restore the work-life balance, passion and energy of teachers in this country".
- "Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"
- "Help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice".
- "We recommend that all marking should be meaningful, manageable and motivating".

In summary

- Feedback should only be used to promote learning (Feed up, Feedback and Feedforward (Hattie & Timperley 2007)
- Written feedback is useful but there are many other forms of feedback which can be more effective.
- "Feedback should be more work for the recipient than the donor" (D William, 2005)
- It is acceptable that some work will be left unmarked as learners regularly receive a wide range of other types of feedback in addition to traditional marked work.

Principles of feedback at Blaenhonddan Primary

- To deepen learning and allow learners to make good progress.
 - To be rapid and immediate within lessons wherever possible.
 - To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment.
- This is to ensure feedback is always effective in developing learner's learning (see below for examples).
- Written feedback allows learners to receive detailed, personalised feedback which may include a strength and target/s for further development.
- In addition to this, written feedback is employed when necessary and meaningful, as part of live marking during learning.
- Teachers regularly look at learners' books to help 'feedforward' and plan effectively for lessons.

- Time is built in to develop learner reflection through effective use of self and peer assessment.

Questioning

Questioning can be used to further develop, extend thinking and move the learning forward. Teachers can:

- Use high quality questions to move learning forward as set out in the Learner Wheel.
- Use a mixture of teacher and learner to pose questions.
- Use open-ended questions that lead to further discussion.
- Use Bloom's Taxonomy to aid progression in questioning.

Live Marking

- Immediate marking of the work by the teacher. Learners act immediately on this during in-class feedback.
- Teacher giving verbal feedback during lessons to small group, whole class or individuals. Learners act upon this feedback.
- Consistent high-quality learning dialogue between teacher and learner during the lesson. Learners can act upon this feedback in purple pen.
- The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class. Learners act upon this feedback in purple pen.

Self-Assessment - (SA)

Teachers will need to have a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers.

- Whenever possible, the teacher provides learners with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.
- Learners consider their current learning against a learning intention and then improve their piece of work in purple pen.

Learners use the Self-Assessment sentence starters to assess their own progress. In all classes this will be modelled by the teacher, as this is new (April 2024) to the school.

All classes will have some sentence starters up on their LLC learning walls, where applicable.

Peer Assessment - (PA)

Learner marker/lead learner: The teacher could ask a learner to strengthen their understanding, to go around the classroom marking other learners' work. Learners can be rotated with answers so that one is not singled out as being more able.

- Sharing good examples of learners' work at appropriate points in the lesson to allow learners to reflect on their own work and share ideas for improvement.
- Photocopy examples of learners work (WAGOLL) for the class to peer assess.

Use the peer assessment sentence starters on display to model PA. Pupils are reminded to use what they have learnt from this activity to go back and improve their own piece of work.

- Success Criteria: Learner's underline/shade their own work when they have met the success criteria which allows them to see what they have included/omitted in their work. Pupils do a key to identify the language features.

Pupils can choose to present the success criteria in a form that they choose.

Marking for Literacy - What does it look like?

<u>THE TARGET</u>	<u>THE SYMBOL or ACTION</u> <i>(written in the margin or by the target)</i>
Indicate a good point or correctness	✓
Indicate an incorrect point with a dot.	. Learners correct in purple
Indicate a spelling mistake	Circle the incorrectly spelt word, write sp next to the word, learners edit in purple. Maximum of 3 spellings corrected per piece of work marked.
Indicate a misuse of capital letter	Circle the letter, ask children to edit in purple.

<u>Marking Codes</u>	<u>Action</u>
VF	Verbal Feedback
I	The work was completed independently
TS	Teacher support - lots of support required
TAS	Teacher assistant support
Mr. Men Sticker	Self-Assessment from Nursery to Year 2 - T/TA models sentence orally and then writes it in the book. Child chooses sticker and repeats phrase, please be specific. (More able children can write the sentence starter once they are ready and have full understanding)
Mr. Men Sticker	Peer Assessment from Year 1 to Year 2 - Children evaluate pieces of work with Teacher present. T models sentence orally and child encouraged to say what is good about the piece of work. (More able children can write in the peers book when they are ready)
*Red Smiley Face	Self-Assessment - Learner does not understand
*Amber Smiley Face	Self-Assessment - Learner is unsure
*Green Smiley Face	Self-Assessment - Learner is confident
PA	Peer Assessment (Against criteria)
SA	Self Assessment (Against criteria)

In addition to the practicalities of the tables above the following will also be applied.

1. 'Marking for Literacy' above will be displayed in every classroom.
2. Teachers to mark in green pen.
3. Children to mark in purple pen.
4. Children use colour-coded drawn faces /circles to show whether they have understood the task when appropriate.
5. Red self-assessments must be temporary. Action with support from the teacher or teaching assistant *MUST* address the misconceptions / misunderstandings or be annotated with an explanation.
6. I am learning to...will be used to indicate learning intention in Foundation classes and for children with additional learning needs where possible.
7. LO (Learning Objective) will be used in Key Stage 2. Children will understand that the LO will indicate what they will be learning in each session.
8. Live marking and verbal feedback will form part of every lesson.
9. If a marking comment is used it must reflect on the learning intention/objective.
10. Next step comments, only to be used when applicable and useful to the learner.
11. Time will be given for children to 'action' their work following the marking.
12. Success Criteria and Marking Ladders to be used where applicable.
(Children to draw up their own success criteria when they have depth of understanding).
13. Teachers incorporate Welsh words and phrases in their marking.