

# Coleham Primary School

## Feedback Guidance

### Aims of this document:

- To clarify what we mean by 'feedback' at Coleham Primary School
- To clarify expectations of teachers/TAs in relation to feedback
- To provide a toolkit of feedback practices.

### Why feedback?

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Its main aim is to bring about improvement in pupils' learning. It can be about the output of the activity, the process of the activity, the pupil's management of their learning or self-regulation, or their attitude/behaviour. This feedback can be verbal or written, or can be given through tests. It can come from a teacher, TA or from other pupils.

Learning can be defined as the acquisition of knowledge and skills through instruction, practice and experience to bring about changes in understanding or behaviour. At Coleham School, we understand that regular feedback is integral to the learning process. 'Marking' of pupils' work in the traditional sense is a major factor in workload implications of teachers and pupils alike, which is a problem noted by the Dept. of Education (DfE) and Ofsted. This guidance aims to reduce that workload whilst maximising the effectiveness of the feedback given by using up-to-date research findings and implementing new, more efficient ways of providing feedback to pupils.

Feedback is important because it:

- motivates
- empowers pupils to take responsibility to improve their work – adults doing the thinking for them will detract from this aim
- encourages pupils to make a full effort and care about their work
- addresses misunderstanding
- reinforces understanding
- can extend pupils' learning

### Three fundamentals of feedback and our core principles of effective feedback

Research from the Department for Education (DfE) and the Education Endowment Foundation (EEF) states three fundamentals of feedback. All feedback given **must** be:

- MANAGEABLE
- MEANINGFUL
- MOTIVATING

All feedback given should satisfy these three criteria. In addition, the core of our feedback guidance follows these principles:

- Furthering pupils' learning is the single most important aim of giving feedback
- Feedback is for the pupils' benefit; insisting on evidencing it for school leaders or external bodies is not a valuable use of time. The evidence of effective feedback is inherent in the learning produced as result.
- Feedback should happen immediately in lessons where possible, making the feedback relevant, supportive and motivating
- Feedback should empower pupils to be more responsible for their learning; allowing adults to do this for them with written marking each time reduces lessons to tasks to be completed rather than learning to be achieved
- Feedback goes hand-in-hand with assessment to allow teacher to adjust their teaching in accordance with the needs of their classes
- No system of feedback or frequency of delivery is dictated – however feedback must be ongoing, and follow the fundamentals and core principles outlined here.

### **How we give feedback to pupils**

At Coleham Primary School, teachers are not expected to produce written marking for every piece of work in every lesson. As well as not being manageable, often not meaningful and is also not very motivating, there is very little evidence that it has substantial impact. Extended written conversations in books are similarly fruitless: the time spent writing statements and replies is wasted time that could be spent discussing work with pupils directly.

Whilst the expectation of regular written feedback is removed, that is not to say that written feedback does not occur. There are times when it is necessary, such as longer pieces of writing, but it should be at the discretion of the teacher, using his/her professional judgement whether to do so or not.

Verbal feedback is the most powerful form of feedback because it is immediate, relevant and time-efficient. Because it is immediate and relevant, it can help to reinforce fragile new learning there and then. Teachers may choose to indicate where they have used verbal feedback in children's work to aid with keeping track of who has and who hasn't received any.

Self-assessment and peer feedback are also powerful methods of feedback. These methods allow teachers to assess how much has been understood by reading/listening to the children's comments. Peer feedback, in mixed-ability pairings, allows pupils to critique each other's work in relation the outcomes. Self-assessment will mostly come in the form of drafting, editing and re-editing of work. This is a process that needs to be taught to the children over time and be practised regularly.

### **Types of feedback**

There are a number of strategies we employ, including:

- **Live feedback:** most common, usually verbal and should happen in most lessons.
- **Plenary feedback:** at the end of the lesson/task.
- **Whole-class feedback:** after a completed lesson ready for the next session.
- **Focussed feedback:** more traditional methods for larger pieces of work.
- **Self-assessment:** self-marking of objectives achieved
- **Summative feedback:** activities to show misunderstandings in lessons.

Type of feedback	What it could look like	Evidence
<p>Live feedback</p> <p><i>Allows teachers to discuss work with pupils, give praise, suggest improvements or develop self-monitoring</i></p>	<ul style="list-style-type: none"> <li>• Immediate, in-lesson</li> <li>• Verbal</li> <li>• With individuals or small groups</li> <li>• Some written examples from the teacher, or ticks to show the pupil what has been achieved</li> <li>• Praise</li> <li>• Re-direction of the lesson's focus if the pupil is ready to move on</li> </ul>	<ul style="list-style-type: none"> <li>• Through observation of teaching (observations/learning walks)</li> </ul>
<p>Plenary feedback</p> <p><i>Allows teachers to spot misunderstandings after a task or lesson and correct errors missed during live feedback.</i></p>	<ul style="list-style-type: none"> <li>• At the end of the lesson or task within a lesson</li> <li>• Given to individuals/groups/whole class as appropriate</li> <li>• Could include some written feedback if appropriate</li> <li>• Self-assessment or peer feedback</li> <li>• Can inform teachers' next steps in further sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Through observation of teaching (observations/learning walks)</li> <li>• Self-assessment or peer feedback comments in books</li> </ul>
<p>Whole-class feedback</p> <p><i>Alternative to copious written marking: allows teachers to address common mistakes applicable to the whole class and common areas for extension applicable to a majority. This method saves time communicating the same message many times.</i></p>	<ul style="list-style-type: none"> <li>• Completed on template sheet (see: appendix 2a and 2b)</li> <li>• All work read and notes made on one sheet</li> <li>• Sheets used to feedback to pupils and inform teaching in the next session</li> <li>• Ticks and symbols used in pupils' work to show small details</li> <li>• Individual comments could be made on pupils' work if appropriate</li> <li>• More commonly used for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback sheets kept in a folder</li> <li>• Observations/learning walks</li> </ul>
<p>Focussed feedback:</p> <p><i>More traditional approach: only to be used sparingly and only when appropriate to do so.</i></p>	<ul style="list-style-type: none"> <li>• Detailed comments on pieces of work</li> <li>• More appropriate for end-of-unit pieces of work</li> <li>• Can be written or in a verbal meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Notes in pupils' books</li> <li>• Observations/learning walks</li> </ul>
<p>Self-assessment:</p>	<ul style="list-style-type: none"> <li>• After completing work, pupils might highlight sections that satisfy</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment evident in books</li> </ul>

<p><i>Empowers pupils to be more responsible for their success.</i></p>	<p>objectives or success criteria (spellings, grammar etc)</p> <ul style="list-style-type: none"> <li>• Teacher/TA can discuss the highlighting in live feedback or with written notes where appropriate</li> <li>• Pupils may also use smiley faces, stars or other symbols to represent their understanding, which can be further discussed.</li> </ul>	
<p>Summative feedback:</p> <p><i>Allows teachers to check learning in-lessons or at another point in time.</i></p>	<ul style="list-style-type: none"> <li>• NOT a formal test</li> <li>• Quizzes</li> <li>• Verbal questions</li> <li>• Pupils could generate their own questions</li> <li>• 'Check-it' activities</li> <li>• Small informal tests</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of test scores</li> <li>• Check-it activities in books</li> </ul>

### **Success criteria / Learning objectives**

We believe that it is important that pupils are given specific objectives and criteria to work towards in order to know when they have achieved. These are shared at the start of the lesson and should be discussed and displayed for all pupils: they **do not** need to be printed and glued in, *but an appropriate title must be evident in books.*

Pupils should be taught to develop spelling of familiar words (days/months, subject-specific vocabulary) and the use of writing tools by writing an underlined title and date for each piece of work. It may be appropriate at times, however, to produce a checklist of success criteria, but it should not be regular practice.

If the principles of effective feedback in the models listed above are used, pupils will know when they have achieved the objectives and, when they have not, they should understand what they need to do next time.

### **Conclusions**

To recap, the sole purpose of feedback in the learning process is to enable pupils to complete learning and move on to new learning as much as possible. It is essential that pupils take risks in their work and make mistakes; we encourage that, but it is important in our feedback to be critical in a kind, fair and sensitive way so that our pupils feel confident to make those mistakes. Class teachers know their pupils best and will tailor their responses appropriately for each child to ensure that everyone can realise their potential.

**Appendix 1:** Symbols used in written feedback

When written feedback is used, the following symbols will be used consistently across the school. Written feedback should be in **blue** pen.

Self-assessment/peer feedback will be in **green** pen.

Symbol	Type of change required	What Pupil can do
SP	Spelling mistake	Use dictionary/clues from teacher/word lists. Look/cover/write.
^	Missing word/omissions	Put in the missing word/item
P	Punctuation	Put in the missing punctuation mark
Circle the incorrect letter	Capital letters	Correct the letter
Squiggle line across or down	Meaning not clear	Read it out to a friend/get friend to read to you, to find out what is not clear. Rewrite.
//	New paragraph needed	Put paragraphs in when re-drafting
✓ ✓✓ (Or comment)	I like this I really like this	Continue with this strategy.
→	Next steps	Read what your next steps are and use this advice in future pieces of work.

**Appendix 2a: Coleham Primary School  
Whole-class feedback sheet**

**Lesson:** English

**Task:** Descriptive writing

<p><b><u>Work to praise and share</u></b></p> <ul style="list-style-type: none"> <li>• Emily - excellent use of adverbs</li> <li>• Claire - great spelling</li> <li>• Hollie - beautiful presentation</li> <li>• Kevin - wonderful introduction and punctuation skills</li> </ul>	<p><b><u>Need more support</u></b></p> <ul style="list-style-type: none"> <li>• Tom, Katie, Maria and Tricia: need to develop use of descriptive language and check basic sense</li> <li>• Julie, Katrina, Lucy and Sue: need to check common exception word spellings</li> </ul>
<p><b><u>Presentation issues</u></b></p> <ul style="list-style-type: none"> <li>• Underlining title</li> <li>• Finger spaces (Mary, Pamela, Chrissi)</li> </ul>	<p><b><u>Basic skills errors</u></b></p> <ul style="list-style-type: none"> <li>• Full stops, capitals (Mary, Pamela, Chrissi)</li> <li>• Reversed letters (Maria)</li> </ul>
<p><b><u>Notes for next lesson:</u></b></p> <ul style="list-style-type: none"> <li>• Have another focus on using adjectives to develop noun phrases</li> <li>• Discuss metaphor and simile with the better writers (Kevin's table)</li> <li>• Check Mary, Pamela and Chrissi are holding their pencils correctly.</li> </ul>	

Appendix 2b: **Coleham Primary School**  
**Whole-class feedback sheet**

**Lesson:** English

**Task:** Descriptive writing

<u>Work to praise and share</u>	<u>Need more support</u>
<u>Presentation issues</u>	<u>Basic skills errors</u>
<u>Notes for next lesson:</u>	

Appendix 3: Weekly reading Feedback

**Coleham Primary School**  
**Weekly reading feedback sheet**  
Genre / Title:

<u>Children who need more support next week</u>	<u>Areas those children struggled in</u>
<u>What could be improved for this group next week?</u>	

**Coleham Primary School**  
**Weekly reading feedback sheet**  
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