

Singleton CE Primary School



# Feedback and Assessment for Learning

*Feedback is the most powerful form of communication to improve children's learning and outcomes.*

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## Rational

### **The purpose of feedback for is to further children's learning.**

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

Redirect or refocus either the teacher's or the learner's actions to achieve a goal

Be specific, accurate and clear

Encourage and support further effort

Be given sparingly so that it is meaningful

Put the onus on pupils to correct their mistakes, rather than providing correct answers for them

Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:

**Meaningful**

**Manageable**

**Motivating**

## Key Principles

- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children to take responsibility for improving their own work
- Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

## Looking for Learning

At Singleton CE Primary School we have created a learning focussed environment in which we strive for every child to achieve and be engaged within their own learning journey.

As a staff, we are dedicated to the belief that learning should be at the heart of everything we do. By looking for learning we have a shared sense of what matters by focusing everybody's minds.

## Our School Learning Definition

*“Learning is a limitless journey, developing knowledge, skills and understanding where all ideas are valued, risks are encouraged, mistakes are shared and thinking is challenged.”*

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning.

Pupil will also have the opportunity through their lessons to consider whether they are **developing, consolidating, mastering** or have **mastered** their learning outcome each lesson.

## Looking for Learning Process

At the start of each piece of learning, in every subject we teach, will begin with a learning conversation, where the **purpose, context, process, outcome** and **expectations** are explicitly shared.

During the lesson children will be asked to articulate and reflect on their learning:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?
- What mistakes have I made that I learnt from and can share with others?

During and after the lesson teachers and teaching assistants will reflect on:

- Is there any learning going on?
- Is the learning appropriate?
- Is the learning sufficient?
- Is the learning engaging?
- What are the adults doing to help learning in the classroom?
- What is the school doing to help/hinder learning?

## Looking for Learning

In our school this can be seen in:

### Communication

- Learning context, process, and expectation as the start of learning and throughout lesson
- Praise of process and small steps of achievement /significant achievement
- Marvellous Mistakes being shared, modelled, and explored
- Between Learning partners and talk partners

### Environment

- Reflection of 'what went well' display
- Growth Mindset display
- Learning Partners working together
- Marvellous Mistake display
- Maths/English and Thematic Working Wall and Learning Journeys

### Learning

- Following feedback pupils' changes made in an alternative colour
- Children assessing and reflecting on learning ( stage appropriate)
- Marking which recognises processes – no OUTCOME only stickers/praise
- Stage appropriate feedback symbols

## Providing Feedback to Pupils

At Singleton CE Primary, we believe that pupils make the most gains in lessons when **feedback is immediate** and **misconceptions are addressed at the point of learning**.

Therefore, we have adopted an '**In the Moment**' feedback approach.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post- lesson intervention.

Marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

## Feedback strategies

Teachers will use a range of strategies within their class to ensure to ensure that all pupils are involved in the feedback process. For example, talk partners, no hands up, lollipop sticks.

We use 'cold' or pre-learning tasks at the beginning of units of work to help us assess children's understanding without any teaching. This helps us to inform our planning, groupings, and children's interests.

In our Growth Curriculum this week is referred to as our **Planting Week**. We use a range of:

- What if questions
- mind mapping
- knowledge harvests

At the end of a unit of work, success criteria are used as part of the 'hot' task or assessment. This helps the children to apply what they have learnt over the unit into their final showcase piece.

In our Growth Curriculum, all children take part in an independent **Flourish Challenge** to showcase their progress in knowledge skills and understanding.

## Marking

At Singleton CE Primary School all work will be marked to provide ONLY useful and meaningful feedback.

There is no expectation for written feedback in books. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson, through whole class or group feedback.

However, **basic skills errors** must be noted and children should be given time to reflect on mistakes in a different colour pen to the one they have worked in. **See Appendix 1 for codes.**

**See Appendix 2** for a progression document showing appropriate levels of adult support in spotting and correcting errors, to ensure it is the child taking responsibility for improvement.

In addition, **regular written praise** to highlight **significant achievements in their processes of learning** should also be included in books to help children identify when they are making significant gains in their learning. This can be done as part of the 'in the moment feedback and marking' process. Time **MUST** be built into whole class feedback for children to spot the praise if it is not 'in the moment'.

## Celebrating Progress

At Singleton CE Primary school we recognise that for children to become life long learners they need to receive praise for the processes of learning as apposed to simply an outcome.

The small steps that lead to an outcome are the building blocks to success and should be recognised, valued, and praised.

At Singleton we do this by using:

- in the moment sharing of success with peers/adults in room (if appropriate for the child)
- reflective discussion/acceptance/recognition of Marvellous Mistakes as a learning community
- in the moment use of written comments/ specific sticker
- in class systems agreed and understood by all children
- Golden Book of Learning to recognise 'golden moments' for individual children
- 'What we have noticed' postcards or emails sent home

## Whole Class feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the proforma.

This will be completed at the discretion of the teacher although it is expected that the teachers complete two per week for English and two per week for Maths.

To support the teacher to make accurate assessments of pupil progress, misconceptions and next steps codes are used to signal how much support was provided to a pupil:

**TA = Teaching Assistant support**

**T = Teacher supported**

**VF = verbal feedback given at this point**

**I = independent**

The feedback sheets can feed into the next lesson and, using a visualiser, can be a useful tool to address misconceptions and model techniques such as editing and improving work.

These MUST be kept to provide a useful discussion document during Pupil Progress, Pupil conferencing and Parent's Evening.

Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

## Evaluating Learning

### Pupil Reflections

To help the children to reflect on their learning every lesson, the 'learning journey' will be referred to throughout the lesson. This helps the teacher to understand who may need further support and challenge in future lessons.

At the start and end of a lesson, pupils can assess and reflect on whether they are **developing**, **consolidating** or have **mastered** the knowledge/skill/understanding.

**In Key stage two**, we will also ask children to write a written reflection about their learning. This will be written throughout stages of a unit of work to help the class teacher and pupil understand what will help to develop learning further.

**In Key Stage One**, we will also ask children to think about their learning and reflect on their progress, mistakes and small steps of achievement. This can be recorded as pupil voice in a relevant place on the learning.

**In EYFS**, pupils will also be encouraged through discussion to consider how they are learning and progressing. When appropriate this may be recorded with some physical evidence ( photo/ child's learning).

Developing this metacognitive approach to learning will help children think more deeply about the learning process and therefore find their own ways to reach mastery.

### Adult Reflections

Together with feedback on progress within the lesson, some whole class feedback and use of appropriate marking, adults are asked to reflect on the pupils learning behaviours.


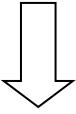

We use the language of the EYFS characteristics of Learning throughout the school, together with our Brilliant Behaviour policy.

We focus on whether the children are showing:

- **Readiness for learning**
- **Respectful relationships when learning**
- **Responsibility within learning**
- **Exploration**
- **Motivation and Engagement**
- **Critical Thinking**

This is communicated to pupils verbally throughout the process of learning, is shared during Pupil Progress meetings and forms part of parents' evenings and end of year reports to parents.

Appendix 1 : Marking codes. (Stage appropriate: this becomes the NON-NEGOTIABLE list)

	Finger space
	Full stop
<b>ABC</b>	Capital letter needed
<b>WOW</b>	Adjectives/Adventurous word choice
<b>+</b>	Connectives (and, because...)
	See it, Say it, think again!
<b>123</b>	number reversals
<b>Sp</b>	High frequency spelling mistake
<b>^</b>	Missing letter/word/number/symbol
<b>VF</b>	verbal feedback
<b>NP</b>	new paragraph needed/used

Appendix 2

Using the above codes, stage appropriate feedback looks like:

- Highlight on top of a letter/digit/word
- Underline a word/digit/calculation
- Mark in the margin/near jottings – draw attention to the error within that line/space
- Box a paragraph/section of text/ section of calculations

As children develop, they should be given time to locate and correct their own errors, using a success criteria and list of non-negotiables to support the process.