



## St Luke's School: Feedback to Children Policy 2023

At St Luke's, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Added to this we, as a school, have focussed our in-class 2019/20 action research projects around effective feedback. 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 students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, both CYPES and the UK Department for Education's research and policy on 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 and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- 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; it should not take away from this responsibility by adults doing the hard thinking work 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 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### **Feedback and marking in practice**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study



These can be seen in the following practices:

Type	What it looks like
<p><b>Immediate-</b> at the point of teaching.</p>	<p><b>EYFS:</b> Communication and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting a challenge. Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards. Takes place in provision with individuals or small groups.</p>
	<p><b>Key Stage 1:</b> Communication and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting a challenge. Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Takes place in provision/activities with individuals or small groups. May involve use of a teaching assistant to provide support or further challenge. May re-direct the focus of teaching or the task.</p>
	<p><b>Key Stage 2:</b> Communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting a challenge. Each lesson will begin with a Learning Intention &amp; Success Criteria which is explained before the teaching begins. Includes the teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Takes place in the lesson with whole class, small groups or individuals. May involve use of teaching assistant (where available) to provide support or further challenge. May re-direct the focus of teaching or task.</p>
<p><b>Summary-</b> at the end of a lesson/ task.</p>	<p><b>EYFS:</b> Writing up observations for focus children.</p>
	<p><b>Key Stage 1:</b> Takes place at the end of a lesson or activity- whole class feedback sheet and highlighting of objective achieved. Teacher green pen to mark non-negotiables (spelling, full stops, capital letters etc) alongside small group of children. Often involves whole groups or classes.</p>



	<p>Provides an opportunity for evaluation of learning in the lesson. Giving time for development areas to be worked on and improved. May take form of self or peer-assessment against an agreed set of criteria - written or verbal. Children to use a purple pen to self/peer assess.</p> <p>May take the form of a quiz, test, or score on a game. In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</p> <p><b>Key Stage 2:</b> Highlighting grids (kept in teachers marking folder) completed after every writing and maths lesson for each child to summarise <b>green</b> - understood, <b>orange</b> - needs further teaching</p> <p>Feedback sheets (kept in teachers marking folder) are used after every writing and maths lesson to explain and reflect on: 'Children who have made excellent progress within the lesson and possible work to share', who 'Needed Further Support (within the lesson)', 'Basic Skills Errors' and 'Misconceptions and Next Lesson Notes'. These sheets are initialled by the teacher who is marking to keep track of who delivered the lesson.</p> <p>Unaided writing lessons will each receive a 'deep marking' feedback comment within the children's unaided writing books. These are completed once a half term.</p> <p>Any marking in books is completed in <b>Green</b> - Teacher or <b>Purple</b> - Student (self assessment)</p>
<p><b>Next:</b></p>	<p><b>EYFS:</b> End of focus week next steps          Focused Phonics/ Maths/ Writing- giving time for development areas to be worked on and improved through repetition and modelling.</p> <p><b>Key Stage 1:</b> The beginning part of the next lesson will be spent giving feedback, picking up misconceptions, looking at strengths and areas for development.</p> <p>"Do now's" are analysed daily and errors and misconceptions addressed in subsequent lessons. Teacher green pen to mark non-negotiables (spelling, full stops, capital letters etc)</p> <p><b>Key Stage 2:</b> Dependant on the learning completed in the previous lesson. A 'starter' may be created for the following lesson to iron out any misconceptions from the previous learning, this may include (but not exhaustive of) a reminder of how simple punctuation is used effectively, how to spell a certain digraph or maybe even a re-introduction of sentence starters (to inspire more variety within the coming lesson). The teacher may also decide they wish to teach</p>



	a whole different lesson (with the same Learning Intention) on reflection of how their previous session went.
<b>Summative-</b> tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.	<b>EYFS:</b> Phonics Phase Assessment Benchmarking - As and when needed. On Entry Screening Wellcomm EXAT Tracker
	<b>Key Stage 1:</b> PIRA PUMA No More Marking Abacus Unit Test Science Bug Unit Test PM Benchmark- As and when needed. Phonics Phase Assessment
	<b>Key Stage 2:</b> PIRA PUMA No More Marking Abacus Unit Test Science Bug Unit Test PM Benchmark- As and when needed. Start of Year 6 CATs End of Year 6 Assessments (UK SATs papers)

**Guidance for teachers**

**Proof reading and editing in writing lessons**

In KS2 most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about how to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or made mistakes with



something, the teacher will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections:

1. Proofreading: changing punctuation, spelling, handwriting and grammar mistakes.
2. Editing: Improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either a visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then they might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children can sit in mixed ability pairs and support each other in the identification and correction of mistakes (supported by resources such as dictionaries).

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds in purple pen to help the teacher see what changes the child has made.

### **Intervening when children find editing hard**

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 or children with SEN may need



more support, although many young children are quite able to edit and proof read independently after teacher modelling.

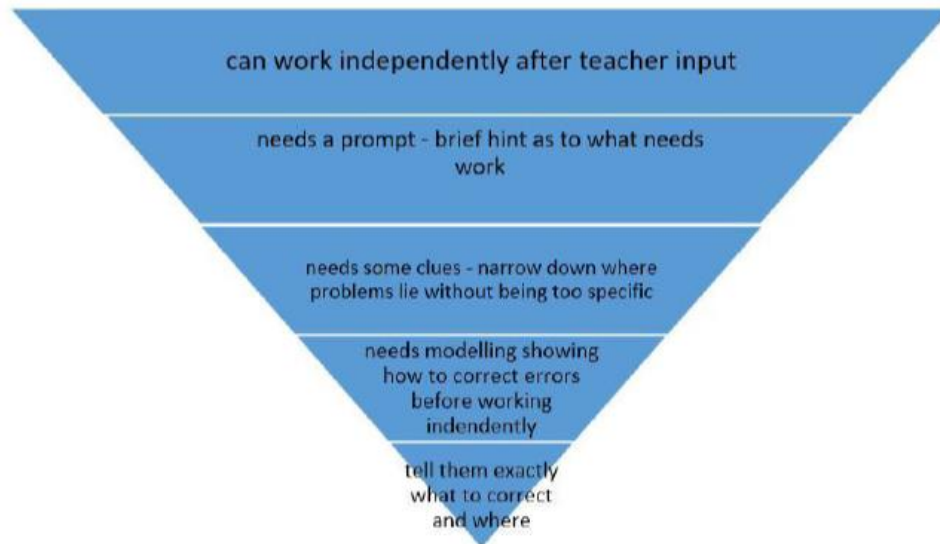
As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer - 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with **clues** to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Another idea could be they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use.

The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.



## The strategical minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sometimes it is the children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like.

- Set group or individual challenges, "before you've finished editing, you need to have..."
- Use their work in modelling and then expect them to do the same.





## Whole Class Feedback Sheet

Teacher:	Week Beginning:	Subject:
Day	Whole class feedback for following day	Targeted group/chn and focus
Monday  (Tues lesson)		
Tuesday  (Wed lesson)		
Wednesday  (Thurs lesson)		
Thursday  (Fri lesson)		
Friday  (Mon lesson)		



Day → LI →	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>

H = heavily supported in lesson    h = little guidance/ support in lesson

**Green** – well understood, could apply skills taught in lesson (I)    **Orange** – needed/needs more support



Letter to Parents

## **WHY IS MY CHILD'S BOOK NOT MARKED?**

**You will notice that none of our books (including Maths and English) are marked in the traditional way. This is because St Luke's is operates a "whole class feedback model"**

### **Why are you doing "whole class feedback" and not marking my child's book individually?**

The most up to date research shows that the impact of traditional and formal marking is very little on a child's progress. Much of the time the comments aren't read by the child, or they can't read them, or they're not acted upon. This is a lot of teacher effort for very little gain. The school wants to do the best for each child, by freeing up teacher time to plan next steps for each child individually, then each child is having the next lesson personalised to them. Teachers have to and will look at every book every day, but they will be making general notes for the class as to who needs what next, rather than individual highlighting or comments or ticks.

### **What, you're never going to tick a book again?**

No, we will sometimes mark something traditionally, but this will probably be when the teacher is actually sitting with the child, rather than afterwards away from them. And if a teacher wants to make a quick comment about something fantastic (or terrible) that they see in a book they may still do that. Remember they are still looking at each book every day, just not making a pen mark on it.

### **Is this possible with 28 children in a class?**

Yes. Because even though each child is an individual, many of them will have similar strengths and weaknesses after each lesson. Those children can then be taught the next step together in the next lesson.

### **What about children who always get things right?**

They shouldn't! If they are being challenged, they shouldn't find their work easy and this will be noted by the teacher and the next steps planned for.

### **What about children who always get things wrong?**

Again they shouldn't, if the teacher is pitching the work correctly it should be challenging but within their capabilities.

### **But my child is in the top/middle/bottom group!**

Not anymore. The groups have been fluid for a long time at St Luke's School, as we do not believe children's abilities are fixed. But the way we are marking now means that children may change group daily depending on how well they learned that day's lesson. Teachers are planning responsively all the time.



## **Surely teachers know what they're doing before the week starts, how can they change it daily?**

Teachers know what they are teaching over the course of a term, and what they are aiming for the children to learn across a week. But the fine details, the “who needs what next” is done responsively, after each lesson, once every child's book has been looked at. Teachers then plan for the next lesson, and because they now know exactly what each child needs, they can plan the lesson to meet all of those needs. Before, the children had to fit into the teacher's plan (which meant there was a lot of pressure on the teachers to predict how each child would learn). Now, the teacher plans in direct response to the children's learning needs, as and when they appear.

## **Is this not just a big skive for teachers to get out of marking?**

It's certainly part of a wider drive both on Jersey and Nationally to reduce teacher workload. But teacher workload at this school will never be reduced at the expense of children's learning. There are smarter ways to get better results, and when we find these, we will use them.

## **My child thrives on knowing how well they did in a task. How will the teachers communicate this to them?**

The beginning of every maths and English lesson is whole class feedback. Teachers can show children good examples of work through putting it up on the screen. They can also look at common errors and misconceptions and ask the children to look back in their own work to find whether they had these or not. This is a far more important skill to learn than the teacher telling them. This is also the time when children will receive praise for their efforts: publicly if they thrive on this, or privately during the lesson if they do not. Each teacher will know which the best way to do this is.

## **So what does the feedback look like?**

It is a sheet of notes on a format for the teacher to use when they are checking the books. The feedback is feedback from the books to the teacher. The whole time the teacher is looking at a book they are thinking “What are the next learning steps for this child?” The teacher makes their notes on the left-hand side of the page, and the right hand side is where they make notes on the next steps for each child or group of children. These documents are often scrappy and untidy, but this is how we like them – being used. They are monitored by the senior leadership team, but they are not completed for senior leaders, they are completed in order to enable every child to make good or better progress by matching the next learning to the needs of each child.

## **What if I want to know more?**

Please ask your child's teacher, Phase Leader, Mrs Hepworth, or Mr Turner for more details.