



St Luke's School: Feedback to Children Policy 2023

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'
(Report of the Independent Teacher Workload Review Group)

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. All forms of feedback (including marking) are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective **John Hattie** argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

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.



The Children will...

- Use feedback to edit, improve/up-level their work (using purple pen).
- Use feedback to know how to improve their learning.
- Take the opportunity to revisit/correct aspects of work they misunderstood.
- Have opportunity to conduct peer and self-assessment
- Show care, attention and high expectations through the presentation of their work.
- Be able to read **and respond** any adults comments written in their books.
- Use feedback to build on future learning.

Teachers & Teaching Assistants will...

Evaluate the work that children undertake in lessons, and use information obtained from this to allow them to impact on future lessons.

Immediate feedback - *At the start of a lesson. *minimum of 3 lessons per week*

- Give out books & children have **Purple Pens**.
- Share the best work (perhaps using a visualiser).
- Identifying common errors in basic skills (e.g. spellings, number facts).
- Address common misconceptions that have been identified.
- Children redress any misconceptions & (where useful) check through their work & improve based on feedback - in **Purple Pen**.

Live feedback - *During the lesson.*

- Live feedback/marking occurs within the lesson (as/when) to impact on learning in the moment.
- 1:1/small group feedback & differentiation provided where needed (adults use **Green Pen** when writing in books)
- Peer assessment in the plenary/mini plenary linked to success criteria (**Purple Pen**).

Summary feedback - *at the end of a lesson/task (should take no more than 15 minutes)*

- Look for common misconceptions and errors in basic skills.
- Who didn't grasp the concept taught? Who had a good understanding? Who did particularly well?
- Tick each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples (**Green Pen**).
- Make notes re: key messages to feedback to pupils at the start of the next lesson. ***Notes should be stored in the Teacher Journal, either on proforma or in "notes" section.**

All adults

All adults working with the children (in class or via an intervention) provide feedback. This can be verbal or written. This additional information should be provided to the class teacher (either verbally or written) at the end of each session.

Next lesson "feed-forward" - *'the next step is the next lesson' *Where appropriate to do so.*

- Plan the 10 minute whole class feedback opening session, for the start of the next lesson, using your notes from the Summary Feedback.
- Plan 1:1 or small group feedback for specific children during the lesson or pupil conferencing.
- Amend lesson plans based on misconceptions.
- Share updated plan with any other adults supporting the class.

Summative feedback - *tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study*

Provide 'Check it' activities or end of unit or term tests or quizzes



Headteacher/Deputy Headteacher will...
Learning walks/Lesson Observation - evidence of the Feedback policy will be a standing item on every learning walk/lesson observation.
Immediate feedback - <i>at the point of teaching</i> Quality Assure: Lesson observations/learning walks.
Summary feedback - <i>at the end of a lesson/task</i> Quality Assure: Lesson observations/learning walks. Some evidence of self - and peer assessment will be seen in books. Quiz and test results may be recorded in books or logged separately by the teacher.
Next lesson feedforward - <i>'the next step is the next lesson'</i> Quality Assure: Lesson observations/learning walks, evidence in books of pupils editing and redrafting their work.
Summative feedback - <i>tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study</i> Quality Assure: Check it activities, quiz and test results in books.

Pupil Conferencing - "edit and improve" time

Allocated time will be provided to enable teachers to support the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work. Conferencing allows time for children to respond to teachers probing questions in their feedback to a greater depth.

Nursery, Reception & Year 1

- Nursery & Reception receive verbal feedback in the moment. This feedback celebrates achievements & successes and explore next steps.
- Reception (Spring term) Mark Making books demonstrate "2 stars and a wish" written in books (**Green Pen**) and are explored, with the teacher leading a discussion as to the areas that are successful. Wish elements are discussed as "next time lets try to..."
- In Reception (Summer term) & Year 1 (from the Autumn) the children practice "wishes" (**Purple Pen**) where possible underneath the written feedback.

Year 2 & Year 3

The teacher identifies a piece of work that they would like the children to proof read and edit before marking. Feedback, either written in books (**Green Pen**) or specifically prepared for the Pupil Conference session are explored and link to Learning Intention/Success Criteria. The teacher gives specific verbal feedback to an individual/group/whole class to improve their work - the children are given quality time in order to have the opportunity to show this in their work. Children are expected to respond to feedback in **Purple Pen**. Feedback, either written in books (**Green Pen**) or specifically prepared for the Pupil Conference session are explored and link to Learning Intention/Success Criteria. Teachers model how the children are expected to respond to the feedback (**Purple Pen**) and given time to make corrections or uplevel specific elements, where possible underneath the written feedback. **Purple Slips** are used to enable children to edit without erasing their original work. These are stuck into books as a "lift the flap" section attached over the top of the original work.



Year 4, Year 5 & Year 6

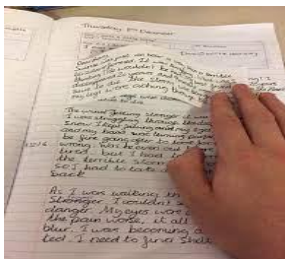
The teacher will model and demonstrate how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children.

The teacher identifies a piece of work that they would like the children to proof read and edit before marking. Feedback, either written in books (**Green Pen**) or specifically prepared for the Pupil Conference session are explored and link to Learning Intention/Success Criteria. The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work. Children are expected to respond to feedback in **Purple Pen**.

Purple Slips are used to edit specific sections, reflecting on the feedback given to improve and "up-level" particular paragraphs or aspects without erasing their original work. These are stuck into books as a "lift the flap" section attached over the top of the original work.

Children will use "Purple Power Slips" to edit specific sections, reflecting on the feedback given to improve and "up-level" particular paragraphs or aspects.

Example of Feedback format for children:



Key Feedback:	Next step:
Spellings / Common Errors	

e.g.

Key Feedback:	Next step:
<p>Look out for green comments. Check any spellings given. If you see an arrow ^, add in an adjective.</p> <p>Some of us have used words like 'fastly' and 'hardly'. These are not correct. What could we do?</p>	<p>To write another couple of sentences or improve your old ones!</p>
Spellings / Common Errors	
orange guard happily rainbow	