

Bellsbank Primary School and Early Childhood Centre



Feedback Policy & Guidance



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1. Rationale

Responding to children’s work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, children and parents/carers to act on areas of achievement and next steps.

The way in which we respond to pupil’s work inevitably communicates signals to the children. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand and can relate to.

This document sets out in detail the policy and guidance for giving feedback in Bellsbank Primary School and uses the EEF Summary of Recommendations for Teacher Feedback as its structure (Appendix 3).

Definition of Feedback:

“Information given by a teacher to pupil(s) about their performance that aims to improve learning.”

In summary, feedback can:

- focus on different content;
- be delivered in different methods;
- be directed to different people; and
- be delivered at different times.

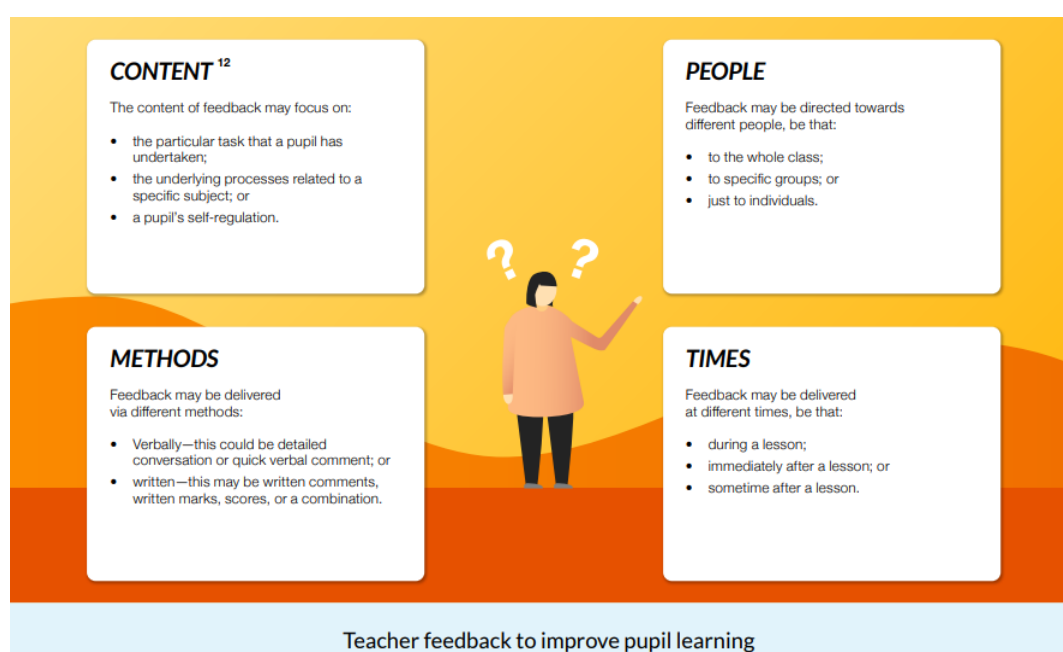


Figure 1 – What is Teacher Feedback? (From EEF Guidance Report)

2. Aim

It is our aim at Bellsbank Primary School to ensure that teacher feedback is implemented effectively to improve pupil learning.

We will achieve this aim by ensuring feedback:

- is implemented using the Principles & Methods documented in the EEF Guidance report, "Teacher Feedback to Improve Pupil Learning."
- is manageable for staff and accessible to the children.
- links formative assessment strategies
- Involves working with the children.
- Allows specific time for children to read, reflect and respond to feedback where appropriate.
- Responds to individual learning needs, taking opportunities to feedback face-to-face where appropriate.
- Informs future planning.
- Raises standards by encouraging pupils to take responsibility for their learning and next steps.
- Develops children's ability to proof read, edit and improve a piece of work.
- Encourages children to explain how they think work can be improved through peer and self-assessment.
- Closes the gap between where a pupil is currently and where they need to be.

3. Principle #1 - Laying the Foundations for Effective Feedback

Key Messages

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

3.1 High Quality Instruction

'Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second.'

– John Hattie & Helen Timperley.

Feedback alone is unlikely to provide pupils with a full understanding of the knowledge, skills, and concepts required and so initial teaching is crucial. Without it, feedback may be left with too much work to do.

General principles of high quality instruction:

- build on pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all; and
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

3.2 Formative Assessment

A key component of effective initial instruction—and is required before feedback is given—is the use of two formative assessment strategies.

There are five strategies for formative assessment as follows:

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

Figure 2: The 5 Key Strategies of formative assessment (Wiliam, 2018)

This policy focuses on the third strategy here—‘providing feedback that moves learning forward’. However, before providing feedback, teachers must implement the first two strategies:

‘Clarifying, sharing, and understanding learning intentions and success criteria’

Teachers must have an idea of what the learning is and a concept of quality appropriate to the task. This must be shared with pupils and this is what their feedback will direct pupils towards. Establishing and sharing learning intentions & success criteria provides teachers and pupils with a shared understanding of the **‘concept of quality’** that they are aiming for. Feedback can then be used to move pupils towards this concept.

‘Eliciting evidence of learning’

Teachers must assess where a pupil’s learning gaps are for a given task or skill. Only then can they provide feedback that targets these weaknesses. This requires effective formative assessment of pupils’ understanding using carefully designed tasks, activities and questioning to reveal pupil thinking before providing feedback on this thinking.

Some strategies include:

- **Effective Questioning**
This enables teachers to assess pupil understanding, interpreting pupils’ responses to questions to determine what feedback to provide. Teachers should ensure they are asking **all** pupils for responses (e.g. with ‘no hand up’ techniques), provide sufficient ‘wait time’ and carefully frame questions to reveal more about a pupil’s thinking.
- **All Pupil Response Systems**
To assess the whole class’ understanding to inform feedback offered. (e.g. mini whiteboards, true or false cards, thumbs, multiple choice – where an incorrect

answer indicates any misconceptions.) These strategies can be used mid-lesson to assess where to go next and what feedback to offer. At the end of the lesson ‘exit passes’ can be used.

- **Carefully Designed Tasks**

Whatever task is being undertaken, teachers should design tasks with feedback in mind. Teachers should ask themselves, “*Will the task reveal what the pupil is thinking and can I use this to give feedback?*”

Other school documentation & staff CLPL provides more information on techniques and strategies for formative assessment. Staff should ensure that they are familiar with the relevant documentation and confident in the delivery of formative assessment strategies.

4. Principle #2 - Deliver appropriately timed feedback that focuses on moving learners forward

Key Messages

Once effective initial instruction has been delivered— and following the establishment of the learning intention and formative assessment of pupils’ understanding— teachers should then provide appropriately timed feedback, which focuses specifically on the task, subject, and/or pupils’ self-regulation strategies.

4.1 Delivering appropriately timed feedback

Evidence shows that feedback interventions delivered immediately after learning, delivered up to a week after, and delivered during learning are all associated with similarly sized positive effects on attainment

The decision on the timing of feedback is left to each individual teacher’s professional judgement. To guide this judgement, teachers should consider three things: the task, the pupil, and the class.

The following table offers guidance of what to consider when thinking about when to give feedback.

The Task	The Pupil	The Class
		
<p>The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary.</p> <p>For instance, mistakes may arise quickly and obviously in music, art or PE if a pupil can clearly hear or see an error arising.</p> <p>Missteps may also become self-evident in maths or science if a pupil has not produced the answer they expected.</p> <p>The specific task itself may also have been designed to give immediate feedback—for example, a computer-aided quiz that informs pupils of right or wrong answers.</p> <p>If the teacher has revealed answers in advance and has asked pupils to show their workings to get there, immediate feedback will not need to be provided as the task itself provides it.</p> <p>However, other tasks may not reveal errors, gaps in knowledge, or misconceptions so swiftly: when writing an essay or conducting a science practical, for example, pupils may be less likely to recognise the source of their errors early on.</p> <p>Failure to correct these could lead to these misconceptions enduring and hampering later understanding so teachers may opt to intervene earlier.</p>	<p>Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.</p> <p>A teacher can monitor pupils' progress in tasks, assessing which pupils may be struggling (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well.</p> <p>Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves.</p> <p>A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback, varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress.</p> <p>Most teachers have had the experience of giving a pupil a new task only for the pupil to ask for help immediately. When the teacher asks, "What can't you do?" a common reply is, "I can't do any of it." It is often possible to support the pupil by saying something like, "Copy out that table, and I'll be back in five minutes to help you fill it in." This is usually all the support the pupil needs. Copying out the table forces the pupil to look in detail at how the table is laid out and this busy-work can provide time for the pupil to make sense of the task itself.</p>	<p>Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. For example:</p> <p>When teaching the positioning of numbers on a marked number line, a Year 1 teacher realises that many children do not understand the model sufficiently and are confused about why numbers are placed on marks rather than in intervals.</p> <p>Following a reading of Romeo and Juliet and setting a task for pupils, the teacher realises that many pupils are confusing which characters belong to the Capulets and which to the Montague family.</p> <p>Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.</p>

Table 1 (From EEF Guidance report)





4.2 Focusing feedback on moving learning forward

Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves.

Specifically, high quality feedback can focus on the **task** (its outcome and advice on how to improve when doing that specific type of task), the **subject** (and the underlying processes within that subject), and **self-regulation** strategies (how pupils plan, monitor, and evaluate their work).

Feedback that focuses on a pupil’s personal characteristics is less effective. Feedback about a person does not provide enough information to close a learning gap and move learning forward. It could also distract the learner away from learning, becoming self-conscious and focusing instead on the impact the feedback has had on their self-esteem.

The following table illustrates the sort of feedback, and the lines between them may be blurred. The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self-regulation—it is less likely to be effective if it provides a general comment about the pupil’s characteristics.

Task	Subject	Self-regulation Strategies	Personal
 <p><i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i></p>	 <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	 <p><i>Feedback is focused on the learner’s own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner’s own ability to plan, monitor, and evaluate their learning.</i></p>	 <p><i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i></p>
<p><u>1st Level Example</u> In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: ‘You’re nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?’</p>	<p><u>1st Level Example</u> In English, a pupil is struggling with letter formation. The teacher discusses this with them: ‘Let’s just look at how you are writing your ‘d’s. Can you see you have started at the top and gone down and done a loop? Remember we start writing a ‘d’ by doing a letter ‘c’ shape. Let’s try that again.’</p>	<p><u>1st Level Example</u> In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: ‘At the end of today I’m going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you’ll be able to finish? If you haven’t started on your eyes, make a start now.’</p>	<p><u>1st Level Example</u> ‘Great work—you’re brilliant at maths!’</p>

<u>2nd Level Example</u>	<u>2nd Level Example</u>	<u>2nd Level Example</u>	<u>2nd Level Example</u>
In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe"'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

Table 2 (from EEF Guidance)

4.3 Guidance on grading, praise, and effort

Evidence shows that **grades** alone may not improve pupil performance and that they are better enhanced with or replaced by comments.

If **praise** is to be given, it is more effective to praise pupils for a specific task, subject, or self-regulatory achievement rather than more general praise and comments such as 'great work!' (see Table 2 above).

Praise is important for purposes other than feedback on learning. (*E.g. praise can be used to reinforce positive behaviour and keep pupils on task or when pupils demonstrate the use of social and emotional skills in order to support their social and emotional development.*)

If commenting on **effort**, once again, link the comment to actions pupils can take to improve at the task, the subject, or their self-regulation rather than a comment on a pupil's general effort.

E.g. rather than saying 'you haven't tried hard enough', in a maths lesson, you could say,

- 'I really think you could improve your answer to question 2 if you spent a little more time on it' (**task**),
- 'your graphs would be perfect if you just think a little bit more about how you have labelled your axes' (**subject**) or
- 'make sure you give yourself time at the end of your work session to review your working and ensure you're correct' (**self-regulation**).

5. Principle #3 - Plan for how pupils will receive and use feedback

Key Messages

In addition to delivering high-quality initial instruction (including formative assessment), carefully judging the appropriate timing, and crafting the most impactful content, when providing effective feedback teachers also need to pay close attention to how pupils receive feedback and what they do with it after.

A variety of pupil-level factors, such as **pupil motivation**, **self-confidence**, **trust in the teacher**, and **capacity to manage information**, are all likely to impact the effectiveness of the feedback provided.

Careful planning is required to provide time and opportunities for pupils to use the feedback given.

“Giving feedback to learners does not “magically” improve their skills or boost their grades without those learners acting.”

Naomi E. Winstone, Robert A. Nash, Michael Parker & James Rowntree, 2017

5.1 Receiving feedback

It is important to note that a variety of factors influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils; a ‘one-size fits all’ approach is not so impactful.

Factors that influence a pupil’s use of feedback include:

- Pupil motivation and desire for feedback;
- Self-confidence and self-concept;
- Trust in the teacher; and
- Working memory (capacity to manage information).

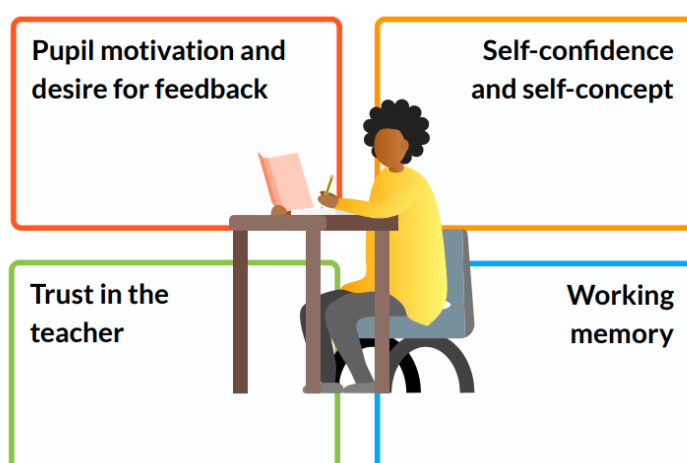


Figure 3: Factors that influence a pupil’s use of feedback (from EEF Guidance)

Pupil motivation and desire for feedback:

Pupils need to seek and welcome feedback for it to be effective and different pupils may be motivated by different types of feedback. Whereas one pupil may be motivated by feedback targeted at improving their learning and skills, another may be more interested in feedback that directly addresses how they can perform better in a specific task or test.

Pupils declaring 'I've done this piece of work, it's over' prevents pupil use of feedback.

Self-confidence and self-concept:

Pupil levels of self confidence in their academic performance and their 'self-concept' (what they believe they can achieve) may impact whether they use the feedback provided, particularly when the feedback given contradicts their view of themselves. If learners believe they are very capable, and then receive constructive feedback which suggests that they need to make changes and improvements, this may agitate and distract them from the learning.

Trust in the teacher:

If pupils do not trust their teacher, they may be unlikely to use the feedback provided. If they do not think their teacher is acting in good faith, they may believe that suggestions for improvement are unfair criticisms and reject them. However, if they do trust their teacher, and believe that feedback is being provided because the teacher has high expectations of them and wants them to improve, the feedback is more likely to be effective.

'Working memory':

This is where information that is being actively processed is held but its capacity is limited and can be overloaded. Teachers therefore need to consider how the feedback they provide interacts with a pupil's working memory, being careful not to overload it. Different pupils will have different capacities and so teachers need to adapt and provide simpler, clearer feedback to some pupils.

5.2 How to prepare pupils for receiving feedback

Below are some ideas for how to prepare pupils for receiving feedback:

Discussing the purpose of feedback.

Conducting discussions with the class, or with particular individuals, on why feedback is being given may support pupil motivation and desire to receive feedback. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and fully believes pupils can meet them.

Modelling the use of feedback.

Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. If a peer expresses a willingness to receive feedback and recognises that feedback is not designed to be critical of them but offered to improve their learning, a pupil is more likely to use feedback to improve their own learning. Teachers should explore ways of modelling the effective use of feedback. *E.g. could whole-class discussions focus on a learner who has improved their work because of feedback? Also, could the effective use of feedback be celebrated when it happens in the classroom?*

Providing clear, concise, and focused feedback.

Sometimes less is more. Providing clear and concise feedback (which still features task, subject, and/ or self-regulation advice) will support teachers in offering feedback that does not 'overload' pupils.

Ensuring pupils understand the feedback given.

Careful thought should be given to the language and content used in feedback to ensure that pupils understand what the teacher is saying. If providing written feedback, teacher handwriting also needs to be clear enough for pupils to comprehend. Whichever strategy a teacher opts to use, they should monitor whether their feedback is being used by pupils. If not, the approach will need to be adapted to ensure that pupils are welcoming and acting on the information provided.

5.3 Planning time and opportunities to use feedback

“The purpose of feedback is to improve the work of pupils on tasks that they have not yet attempted.” Dylan Wiliam

Effective feedback needs to be used as a 'windscreen', rather than a 'rear-view mirror'. (Dylan Wiliam). i.e. it should be a **'recipe for future action'**. It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Rather than just commenting on work that has been finished, it needs to impact the future work that a pupil will undertake.

The important feature of feedback is that it forms part of a **'feedback loop'**. After identifying a learning gap with effective formative assessment, feedback is then offered to close this gap. Only when that feedback is used by the pupil is the learning gap, and therefore the feedback loop, closed.

5.4 Ideas for effective feedback activities

“The important point is that the feedback is focused, is more work for the pupil than the teacher, and causes thinking rather than an emotional reaction.” Dylan Wiliam (2018)

Detective activities.

The most important thing is to make the way pupils respond to feedback a direct task, rather than just presenting feedback. So, make feedback into detective work. For example, rather than saying to pupils, “If you swap these two paragraphs around the story would be better”, you would say, “I think it would be better if two of these paragraphs were reversed. Find out which two you think I’m talking about”.

A teacher may also put dots in the margin where there may be errors and ask pupils to find and correct them (which could be further scaffolded for some pupils if the dot is replaced with codes which identify the type of correction needed, such as ‘e’ for ‘include more evidence’).

Another example, which could be more useful for maths or science, is informing pupils that a certain number of their responses are correct but not informing them which ones; they then need to figure this out for themselves.

These ‘detective’ activities require careful planning to ensure that they are tailored to pupils’ level of understanding.

Class discussion of feedback.

Providing opportunities for the class to collectively discuss the feedback provided may improve pupil use of feedback and their subsequent attainment. Use a class discussion to explore, explain, and clarify feedback before pupils use it in their next activity.

‘Three questions’.

In this strategy, a teacher poses three focused questions at the end of a written piece of work. The pupils then respond to these. Teachers should ensure that questions are meaningful and focused and they will be different for different pupils.

Correcting errors and editing work.

Ask pupils to make specific corrections and edits to previous work. A checklist of common errors, with appropriate modelling of use by the teacher, may helpfully steer this approach.

Completing similar problems with feedback in mind.

This technique is very compatible with practical subjects such as PE, music, and art where pupils can instantly repeat performances but it can also be used across the curriculum. In maths, for instance, another problem could be set which requires pupils to use the feedback provided.

Redrafting work

After being set a task, pupils draft a piece of writing, fully aware that this piece will only be a draft. They should be comfortable editing sections and deleting parts as they work. They then discuss the piece with their teacher in a short one-to-one conference during a lesson (while other pupils worked independently*). After a feedback conversation on how to take their writing forward, pupils redraft their response as a final version.

(*one of the key considerations required to effectively deliver this approach is being able to set valuable work which pupils can do independently, rather than time fillers, while 1-2-1 conferencing happens.)

The conversation process means feedback can be tailored to individuals, while the process provides feedback at an opportune time for pupils to then use it to produce a high-quality final piece of work.

It is important to note that this type of feedback is not suggested for all pieces of work all the time—it is suggested as one method that ensures pupils use the feedback.

5.5 Using feedback to inform next year's teaching

Using feedback to inform future teaching and learning may not only be confined to a teacher's current class. Teachers should use the feedback they provide to inform how they teach the topic next time. By identifying the feedback that is regularly needed to be given, this will indicate the learning gaps and misconceptions that often arise. In turn, this can be used to adapt the initial instruction provided to pupils next time the topic is taught, improving the quality of initial teaching.

6. Method #1 - Purposeful, and time efficient, written feedback.

Key Messages

Written feedback interventions are associated with improved pupil attainment. There is no specific evidence on the use of certain techniques but written feedback can be useful if delivered effectively.

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. The most important person in deciding what is appropriate is the teacher.

Written feedback can be heavily time intensive for teachers. We must carefully consider how written feedback is delivered and how it sits alongside verbal feedback. The choice of method (written or verbal) remains with the classroom teacher, who can better judge what is appropriate

Crucially, rather than focusing on the method by which feedback is delivered, all feedback needs to fulfil the principles of effective feedback outlined in Principles #1 to #3 above. If written feedback does this, it will prove effective.

6.1 Effective and time-efficient written feedback

Although the impact on workload needs to be monitored, written feedback, if delivered effectively, will support pupil progress. So, what might high-quality, workload-conscious written feedback look like?

First and foremost, in order to be effective, written feedback needs to reflect the principles of effective feedback explained in Principles #1 to #3 above:

- It will be preceded by effective instruction (including considered formative assessment),
- It will be timed appropriately,
- It will focus on the task, subject, and/or self-regulation, and
- there will be careful consideration of how pupils receive and then use feedback.

The following strategies are useful :

Live marking.

‘Live marking’—where the teacher moves around the room, reviewing work and giving instant feedback, only writing in books as required.

It is undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important)

Live marking also allows for additional verbal interaction with pupils, which may support the understanding of feedback.

Coded marking/ Marking Key.

Using the shared understanding of the ‘**concept of quality**’ that have been devised for a task (see Principle #1 – learning intentions/success criteria), a number of codes can be designed which can be used to mark pupil work.

Teachers should add these codes where these elements are present/lacking and prompt the pupil to make specific corrections or redraft the piece of work using the codes as prompts. If these codes are used over a number of tasks, the pupil could be asked to review previous work to compare and evaluate their performance on particular skills. The pupil could even use the codes themselves to plan, monitor, and review their own work providing they have been fully explained and understood.

Appendix 1 contains codes devised within Bellsbank Primary for different tasks.

‘Thinking like the teacher’ (a form of self-assessment).

The quality of written feedback may be constrained by the quality of planning, editing, and reflection exhibited in pupils’ written work. Before the teacher expends significant effort on targeted written feedback, pupils could spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate e.g. tools for writing checklists).

Written comments.

Written comments offer an invaluable opportunity to provide task, subject, and self-regulation feedback. The key is to carefully consider when they are offered, ensure they include useful information (see Principle #2), and carefully monitor the time being spent on them.

Written comments should not be given all the time, for every task, and when they are provided, teachers should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback (see Principle #3).

7. Method #2 - Purposeful verbal feedback

Key Messages

Verbal methods of feedback can improve pupil attainment and may be more time-efficient (when compare to some forms of written feedback).

Verbal feedback is not simply an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it.

Any verbal feedback given must adhere to the principles of effective feedback (Principles #1 - #3 above). This is more important than the methods of delivery and the choice of method remains with the teacher.

Before it is provided, effective instruction should be deployed, feedback should be timed appropriately, it should focus on moving learning forward, and teachers should plan for how pupils receive and use it.

7.1 Effective verbal feedback

Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways:

- It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to one discussion;
- It can be instantaneous and spontaneous, such as quick prompt task advice (e.g. 'you could do with more detail in that answer').
- It can be directed to an individual pupil or a specific group with shared learning needs or offered to a whole class.
- It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone.

There are perceived advantages of verbal feedback:

- the conversational aspect of teacher feedback may support pupils in using the feedback. *'When you have a conversation with them, they take it more seriously than when they just read it on a sheet.'*
- you can also clarify whether they actually understand what you mean by their target because sometimes they don't.'

The following strategies are useful :

Targeting verbal feedback at the learning intentions/success criteria.

Using verbal feedback that explicitly uses the language set out in the initial learning intentions and directs pupils' attention back towards this will support more structured and focused verbal feedback. For instance, where a checklist has been created to set out the success criteria for a task (ensuring that all are clear about the learning intentions), verbal

feedback, whether at an individual or whole-class level, should refer specifically to this, providing a targeted and focused discussion.

Action points.

Pupils may find it challenging to remember detailed verbal feedback. As such, encouraging pupils to write down and summarise (or record in an iPad) the actions from a verbal conversation will mitigate the 'I forgot what you said!'. It is crucial that opportunities are then provided for pupils to act on this feedback and close the feedback loop.

Verbal feedback using an example on the Promethean board.

Pupils may find verbal feedback to be too abstract and separate from the task. By offering feedback whilst showing previously completed work on the board, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions.

Video or audio recording on iPads.

This could be used to provide pupils feedback that they could replay, which could perhaps support their retention of it. However, it is the quality of feedback that trumps the mode of feedback. Using technology to record feedback may prove both an efficient and effective approach for some pupils, or it could prove to be a distraction from the learning itself. The key consideration is to ensure that if used, it fulfils the principles of effective feedback.

Verbal feedback stamps.

These provide a record of verbal feedback and may be useful as a prompt to remind pupils and teachers of feedback conversations that have already place. This may also be useful in a wider review of progress and attainment. As a note of caution however, we should always carefully consider why they are using these – they are unlikely to improve pupil outcomes on their own. We should always ask critical questions: Who are these stamps for? What is their purpose?

8. Monitoring Policy (Learning, Teaching & Assessment) – Sampling of Children’s Work Checklists


The school monitoring policy sets out the schedule for monitoring a wide range of learning teaching and assessment, including the sampling of jotters and children’s work. A checklist is used as a guide to a range of written feedback strategies that may be evidenced in the pupils’ jotters. This checklist is not exhaustive and strategies are suggested for use where appropriate. In monitoring the children’s work, SMT will take a holistic approach and view the written feedback within the jotters in the context of the principles and methods contained above.

Autonomy in the use of written feedback strategies remains with the class teacher. Feedback conversations will be held following the monitoring exercise and any actions/next steps will be discussed in line with the monitoring policy.

The checklist used for monitoring children’s work is found in **Appendix 2**.

Appendix 1 - Written Feedback – Coded Marking Keys

Teachers may use any of the symbols below when marking children’s work or children can use these symbols when self or peer-assessing work.

Writing	
What the key means.	Key to use
Capital letters (missing or used incorrectly)	CL
Punctuation (missing or used incorrectly)	P
Does not make sense	?
Missing word	
Misspelt word	SP
Word not needed	Cross word out
Letter formation/not writing on the line	HW
New paragraph or sentence needed	//
Finger spaces	/
Work has improved	+
Work has stayed the same	=
Work has deteriorated	-
Please work faster	----->
Independent work	I
Adult supported work	AS
Verbal feedback given	VF

General Principles for use of the marking key:

- At Early/First Level errors should be underlined and corrections written above or in the margin beside it. Errors then can be discussed with the child. As pupils progress through First into Second Level they should be encouraged to recognise and amend their own errors.
- Teachers should not focus on all mistakes. Instead draw attention to a few similar errors. If there are no similar errors highlight the most important errors or the ones they should be familiar with.
- Written feedback should be carried out in a different colour to the child’s work.
Children’s work should be respected therefore no red pens should be used.
- If using highlighters, consistency across all levels is important therefore **green** should be used for correct/good quality work and **yellow/orange** for improvements.
- Feedback should be short and specific.
- Peer and self-assessment should be used to add value and develop metacognitive skills.
- Extended pieces of writing should be redrafted to offer pupils the opportunity to act on advice and make improvements.
- Teachers own judgement will decide when to give detailed feedback.

Appendix 2 - Checklist for Monitoring Children's Work

Links to Teacher's Plans

- Coherent with teacher's planners/ EAC progression planners
- Coherent with pupil data in Attainment Tracking spreadsheets

Marking/Feedback

- AifL marking strategies used where appropriate: e.g.
 - Using comments only marking (no grades)
 - Using +, -, = (plus, minus, equals)
 - Using 2 stars and a wish
 - Comments are positive and focus on the task not the person
 - Marking refers to success criteria
 - Pupils able to respond to marking
 - Pupils using comments to improve future work
 - Using traffic lights, highlighters, prompts, bubbles & boxes
 - Using marking codes (e.g. LI, SC, T)
 - Pupils' work respected
- Self and peer assessment strategies used: e.g.
 - Traffic lights
 - Checklists and mark schemes
 - 2 stars and a wish
 - Swap, compare, discuss

Quality of Presentation

- Work dated
- Reference to task/resource where applicable
- Learner taking pride in their work
- Tasks Completed
- Thinking visible

Appendix 3 – EEF Summary of recommendations

