



This policy has been written by the school, building on national best practice, East Renfrewshire Council and Education Scotland guidance.

Convention on the Rights of the Child

Article 28: Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures.

Rationale

"Feedback is one of the most powerful influences on learning and achievement."

Hattie & Timperley (2007)

At Hillview Primary School, we recognise the importance of feedback as an integral part of the learning and teaching cycle, and aim to maximise the effectiveness of its use in practice.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

Aims

Feedback should:

- Be specific, accurate and clear
- Encourage and support further effort
- Put the onus on pupils 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.
- Redirect or refocus either the teacher or the pupil's actions to achieve a goal

Planning Feedback

'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 and Helen Timperley (2007)

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)
- assess learning gaps (which feedback will address)

In delivering effective teaching, teachers will:

- build on pupils' prior knowledge and experience;
- be aware of common misconceptions and prepare strategies to counter them
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

Why do we give good feedback during the lesson?

- To assess and discuss with children what they are learning
- To intervene in a timely way if children have not understood work and to further challenge them if they have
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve.
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent, and may lose interest or not produce work of such quality in future.

In Lesson Feedback – what it might look like

- Using prior knowledge questions / templates at the beginning of lesson to inform what follows – jamboard, show me boards
- Using hinge questions mid lessons to check on current understanding
- Mini questionnaires about their learning intention and what strategies helped them to be successful
- On the move, pen in hand during independent work, stopping to question and give feedback in the moment
- Introducing mid lesson learning stops in which one child's work is analysed for success and improvements – visualiser

- Introducing cooperative paired improvement after first drafts of any work
- Google forms with instant feedback

Effective feedback makes pupils think about their learning. It also helps them to see that learning is incremental rather than fixed.

To support learning, areas for improvement are often more effective if they are expressed as questions:

- How could you use verbs to change the effect of this sentence?
- How might you avoid using starting each sentence with “I” or “The”?
- Can you find a way of rewriting the sentence without “and” or “but”?
- Can you talk me through how you solved the question?

Teachers should not be providing pupils with the answer, but expecting them to think and refine their work as a result.

Post Lesson Feedback – what it might look like:

- Plenaries
 - Effective questioning
 - All student response systems
 - Carefully designed tasks
 - Exit card for pupils to solve at the end of the lesson – digital or paper
- Numeracy jotters
 - Correction code used – Tick, dot and curly dot to show pupils have revisited correction
 - Pupil’s traffic light their work
 - Verbal feedback stamper
 - Pupils summarise verbal feedback in a sentence
 - End of unit teacher comment with next steps written in jotter
 - Pupils summarise their learning “Today I have learned...”
 - End of unit reflection by pupils
 - Use of coloured correction trays
 - Recorded feedback
- Literacy jotters
 - Correction code used
 - Pupil’s traffic light their work or peer’s work
 - Verbal feedback stamper
 - Pupils summarise verbal feedback in a sentence
 - Pupils summarise their learning “Today I have learned...”
 - Written comments linked to SC and next steps identified
 - Use of coloured correction trays
 - Recorded feedback

- Writing Jotters
 - Correction code
 - VCOP colours used to highlight work
 - Recorded feedback
 - Pupils summarise verbal feedback in a sentence
 - 2 stars and a wish
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Self and Peer assessment

Feedback takes place between learners all the time. It continually goes on inside their heads. It doesn't just happen when the teacher organises a peer or self-assessment activity. For these reasons, it's necessary to teach our learners proper feedback skills from the outset. Within Hillview Primary School, Ron Berger's recipe for giving high quality feedback will be used:

- Kind
- Specific
- Helpful

It is important for feedback to be kind so that the receiver doesn't personalise it and experience it as an attack. When feedback is kind, the receiver is much more likely to open up and act upon it. Feedback must also be specific. It has to identify exactly what the learner has done well or failed to do well, so that receiver clearly understands what he or she has to reproduce or avoid in subsequent work. Feedback must be helpful. It has to help the receiver to improve in the context of the current piece of work.

To achieve this teachers will:

- create a peer marking agreement with pupils
- provide clarity on what is meant by quality feedback
- model the process of how to critique work
- give pupils the opportunity to practice the skill of peer assessment