BIRD'S BUSH PRIMARY

PUPIL FEEDBACK EXPECTATIONS POLICY

Document Control Table

Title	Pupil Feedback Expectations Policy
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Signature of Approval	
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Document History

Date	Author	Note of Revisions

At Perry Hall Multi Academy Trust (PHMAT), we recognise that feedback as an integral part of the teaching and learning cycle and provides pupils with an effective and more meaningful process for improvement.

This policy is underpinned by the evidence of best practice from research carried out by the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research identifies 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 where needed so that it is meaningful
- Encourage pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions and errors, so that the teacher can address these in subsequent lessons.

In addition, the following was considered:

Cognition overload for the pupils – the impact on long term memory
Purpose – it should be about improving pupils' learning
Consistent approach – Ensure children, parents, staff understand it

PHMAT Key Feedback expectations

Overview

Lay the foundations for effective feedback (needs to be prepared before the lesson):			
Type of feedback	**When**	**How often**	**What does it look like**
Learning Objectives (LO) and Success Criteria (SC) Staff using purple pen	-Share at the beginning of the lesson. -Pupils to complete during / at the end of the lesson. -Staff to mark against it	Every lesson	See page 3
Pupils Self and Peer assess (SA) (PA) using green pen.	-During the lesson/ at the end of the lesson -As part of P+ during DIRT/ Feedback time	At least twice a week	See page 3
Deliver appropriately timed feedback that focuses on moving learning forward during the lesson:			
Type of feedback	**When**	**How often**	**What does it look like**
Live / in the moment marking	During the lesson	On going	See page 4
Think Pink	During the lesson or after the lesson	At least twice a week	See page 5 and Appendix 1

Whole class/group/individual modelling	During the lesson	As and when appropriate	See page 5
Deliver appropriately timed feedback that focuses on moving learning forward after the lesson:			
Type of feedback	**When**	**How often**	**What does it look like**
Stickers/ stamps to celebrate successes and effort	During or after the lesson	On going	See page 5
Next step activities P, P+. T	Next day/ next lesson/ DIRT time on a slide	At least twice a week	See page 5 & 6
Teacher reflection	Outcome of next step activities	As and when appropriate	See page 6

<u>What does it look like?</u>

1. <u>Lay the foundations for effective feedback:</u>

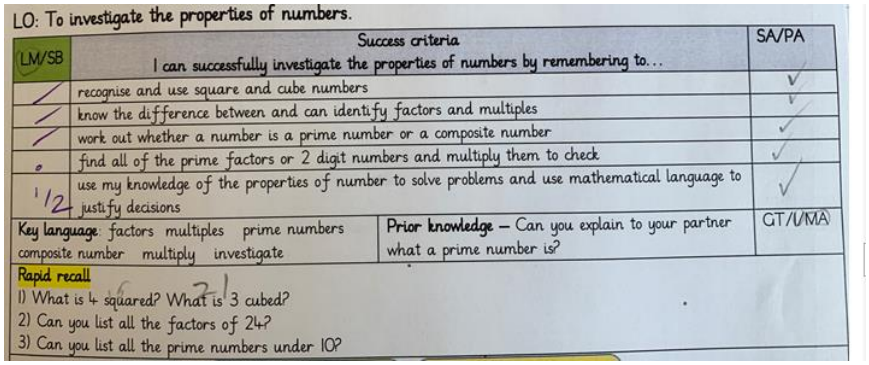
- Use a **<u>Learning Objective (LO) and Success Criteria (SC)</u>** that includes the Learning Objective, Success Criteria, identification of working being Independent (I) or with support (GT), previous knowledge and key vocabulary. **This should be created and used in every lesson**. *See examples below:*

LO: To read and summarise a chapter

TA	Success Criteria- Can I summarise a chapter by...?	SA
	following a text with my finger or a pointer as it is being read to me	
	echoing my teacher's reading, trying to use the same intonation and expression	
	reading and re-reading the narrative with my partner, using intonation and expression	
	choral reading with your partner. keeping up with their rate, accuracy and expression	
	discussing key questions about the text as a class and summarising it to my partner	
fluency speed accuracy rate expression punctuation summarise key events	**Prior knowledge** discuss What has happened in the story so far?	GT I

L.O. To use the German words for different body parts.

TA	**Success criteria – Can I successfully use the German words for different body parts by ...?**	SA
	repeating the parts of the body in German from clips, songs and actions	
	writing the name of the correct body part in German under the correct picture	
	labelling the parts of the body in German	
Key Vocabulary die nase die hand die augen die ohren der arm die beine	**Prior Knowledge** discuss	GT I


LO: To investigate the properties of numbers.

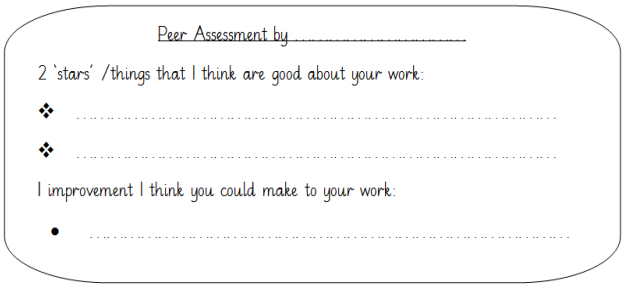
LM/SB	Success criteria I can successfully investigate the properties of numbers by remembering to...	SA/PA
/	recognise and use square and cube numbers	✓
/	know the difference between and can identify factors and multiples	✓
/	work out whether a number is a prime number or a composite number	✓
.	find all of the prime factors or 2 digit numbers and multiply them to check	✓
1/2	use my knowledge of the properties of number to solve problems and use mathematical language to justify decisions	✓
Key language: factors multiples prime numbers composite number multiply investigate	**Prior knowledge** – Can you explain to your partner what a prime number is?	GT/I/MA

Rapid recall
1) What is 4 squared? What is 3 cubed?
2) Can you list all the factors of 24?
3) Can you list all the prime numbers under 10?

- Ensure there are opportunities for **<u>self and peer assessment</u>** (symbols to be used -SA or PA) opportunities **at least twice a week**. *See examples of self and peer assessment below*:

Se LO: To create suspense in a narrative

TA	Success Criteria- Can I create suspense in a narrative by...?	SA	PA
	writing confidently from a character's perspective and in the past tense		
	using dialogue to convey character		
	using a description: detail sentence to describe		



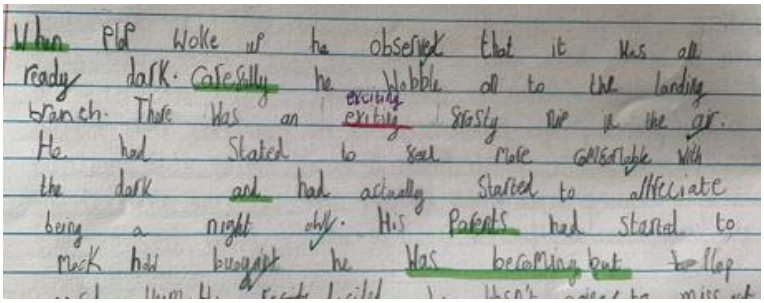
- Ensure staff mark using a purple pen:
- Pupils self-mark/ edit using a green by children:

2. Deliver appropriately timed feedback that focuses on moving learning forward during the lesson

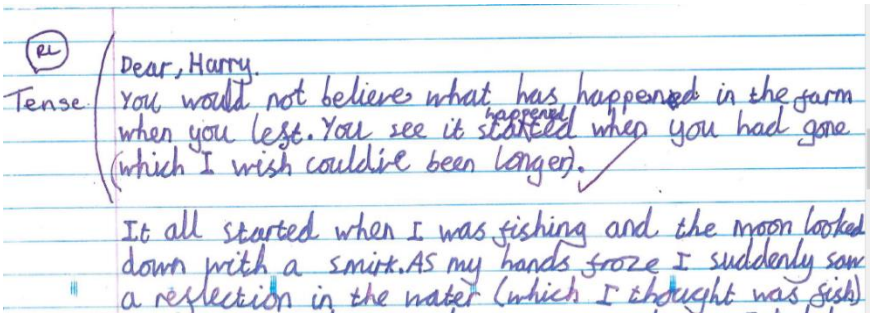
- **In the moment/live marking** - This is marking during the lesson and should be carried out **in every lesson**.

  *See **examples** of how this can be done below:*

  - **A school within the Trust may use highlighting as a method for live marking** – Green highlighter used by the teacher to identify where the Success criteria has been met or celebrate good use of vocabulary. Pink highlighter used by teacher to identify what needs correcting.



  - **A school within the Trust may use** verbal feedback with a speech bubble to indicate discussions.

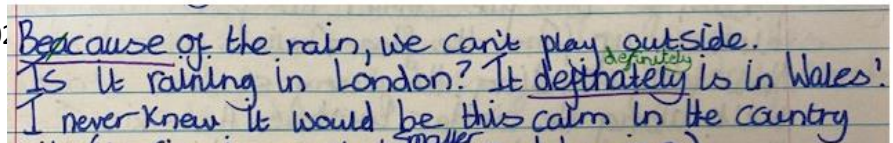


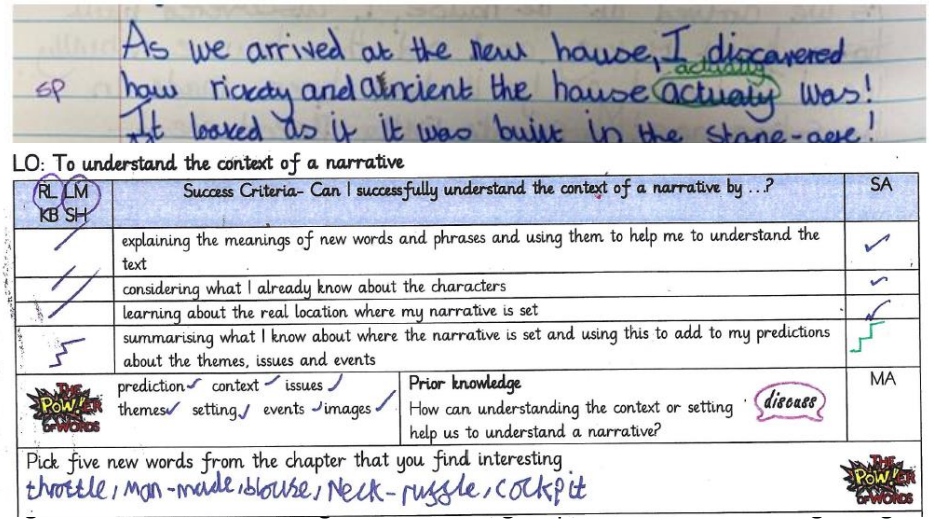
  - **Schools within the Trust will use** a limited number of symbols, with SP and (next step) as a minimum, as and when appropriate.

    Example 1 – word underlined, pupil then corrects it in green pen

    Example 2 – SP in the margin tells the pupil there is an incorrect spelling on that line in their work, pupil finds the word and corrects it in green pen

    Example 3 – Success Criteria with next steps symbol used by both teacher (Teacher assessment – TA) and child (Self-assessment - SA)





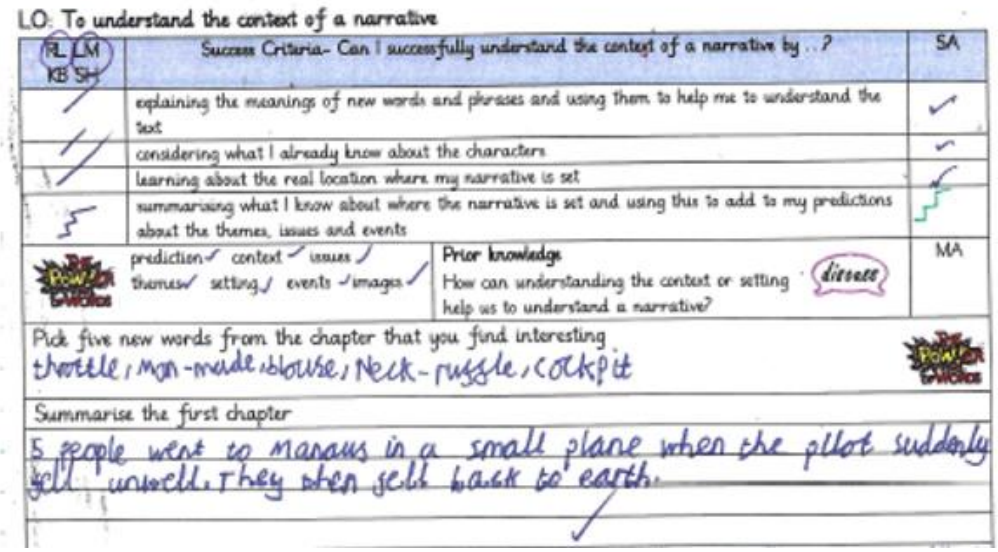
- **Schools with** dix 1
- **Schools with** the objectives/p children's work as and when appropriate. This can be done through using visualizers, air server a photo or holding up work

3. <u>Deliver appropriately timed feedback that focuses on moving learning forward after the lesson</u>

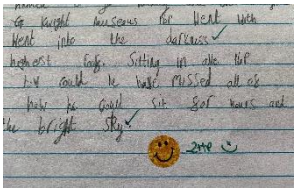
Teachers and support staff should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

PHMAT expectations are that teachers and support staff look through **every book** at the end of a lesson.

- **Schools within the Trust <u>will</u> mark off the Success criteria for every lesson** using a tick or next step symbol. . *See example below*:



- **Schools within the Trust <u>will</u> use Stickers/ stamps** to celebrate work – on going



- **Schools within the Trust <u>will</u>** group children into groups according to the **<u>next step activities</u>**. This is to be done at least twice a week, where appropriate. Just add the symbol at the end of the work (**<u>and</u>** correct colour highlight if the highlighting system is used in the school).

Symbol	What children need to do
T	Teacher / support member of staff to work with children on yesterday's LO - Reteach, Revise or Redraft with modelled help, teaching to avoid knowledge gaps and challenge misconceptions.
P	Children that need to practise or check task, ensuring they have started to embed knowledge and skills in the memory
P+	Need a task to challenge the child further within what has been taught, deepening the learning etc.

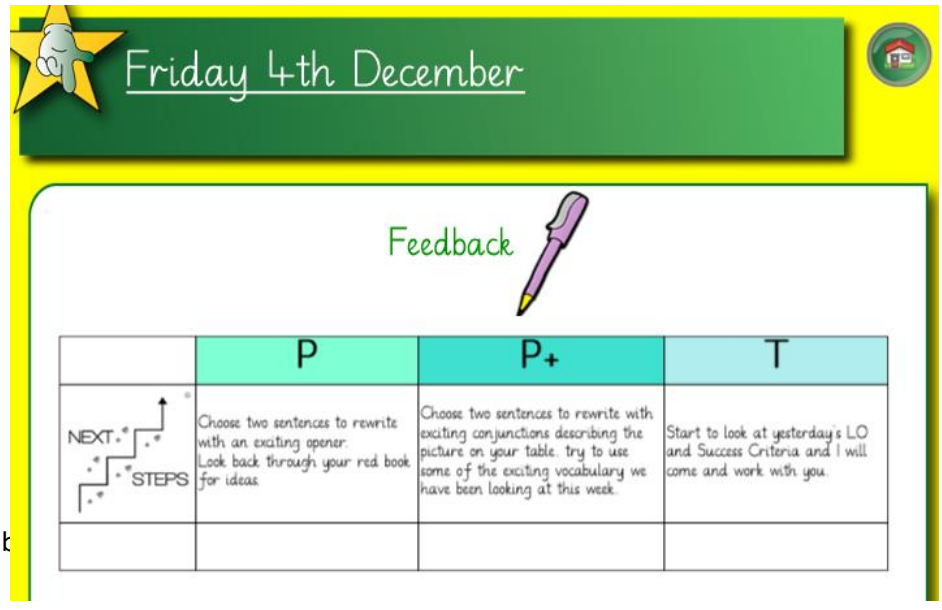
**** Please Note – There is no proforma for this – staff can make notes of this as they wish, however <u>the next task must be added to the slides ready to share with pupils on the IWB during their feedback time</u>.***

- **Schools within the Trust will Feedback the following lesson / morning during dirt time**
  Reflection and feedback should take place during either DIRT time (Dedicated Independent Reflection Time) or at the beginning of the next lesson. The aim is to address the following:

The following day, your interactive whiteboard should display the following next step tasks for the children:

Symbol	What children need to do
T	'T' work Teacher works with children on yesterday's LO Reteach, Revise or Redraft with modelled help, teaching to avoid knowledge gaps and challenge misconceptions.
P	'P' work Practise or Check task (a quick proving task, question, set of sums, etc embedding knowledge and skills in the memory)
P+	'P+' work Move on task (a quick challenging task, a challenging 'prove it' question, set of harder questions etc. deepening the learning etc)

See below an example of a how the above can be shared on a slide:



Teacher reflection following the next steps session:

P	'P' work completed by pupils - Decide if further embedding needs to be planned in as part of future lessons.
T	'T' work completed by pupils- Decide if support is still needed pupils to address this through interventions or 1-1 work outside of the lesson.

Appendix 1 – Think Pink

PHMAT - Think Pink Guidelines

An amendment due to Covid 19 to address common misconceptions.

- Part of the writing process to develop independent editing and to reduce long term teacher marking. Our children need to see this as a **positive** part of their process.
- Bridging the gap between proof-reading starters and independent writing.
- In writing, the teacher identifies misconceptions based on the **non-negotiables** and also **previously taught skills** (skills **not** on current writing checklist).
- Prioritise the misconception for that individual child by only addressing **one** misconception (even if multiple examples shown):
    - Correct demarcation of sentences
        - Capital letters and full stops
    - Punctuation
        - , ! ?
    - Grammar
        - Tenses – ensure verbal / written clarification on misconception
- Identification is made through the use of a pink highlighter.
    - Pink highlighter to only be used for this purpose
    - "Change 1, check for the rest!"
- This can form your live marking process or take place after the lesson.
- To take place every English lesson where appropriate.
- Use your teacher judgement to decide if this is necessary at all!

Once misconception is identified:

- Highlight the same misconception within one writing cycle
- Verbal communication with child

- Proof-reading starter
- Pit stops
- Reflect and consider if and when an intervention would be appropriate (group or individual)

TA	**Can I successfully identify fact and opinion by...?**		SA
	explaining the difference between fact and opinion and when they are used		
	deciding whether statements are facts or opinions and justify my choices using the text to support me		
	writing my own facts and opinions and justifying my choices with my partner		
	Key vocabulary fact opinion true false statement justify	**Prior knowledge** How would you decide whether or not something is a FACT?	GT I MA

Identify common misconceptions to collate names and implement a group intervention if appropriate.

TA	**Can I successfully discuss the words and phrases chosen by the author by...?**		SA
	using the context to work out the meaning of new vocabulary		
	identifying words and phrases that have contributed to meaning		
	discussing an author's choice of vocabulary and discussing its effect		
	beginning to consider how vocabulary choices can change our understanding		
	Key vocabulary vocabulary context discuss word or phrase effect author's choice	**Prior knowledge** What are the different types of language questions?	GT I

Examples of Success Criteria :

LO:To identify fact and opinion

LO: To discuss the words and phrases chosen by the author

LO: To plan the use of suspense in a narrative

TA	Success Criteria- Can I successfully plan the use of suspense in narrative by …?	SA
	investigating how suspense is used in the text and our WAGOLL	
	using sentence structures that we know well to affect the reader in a certain way	
	practising new sentence structures to create suspense in my writing	
	choosing appropriate vocabulary from the context to include in my writing	
	planning in the skills and vocabulary I plan to use in each paragraph	
Key vocabulary key events skills relevant genre narrative perspective suspense	**Prior knowledge** What is suspense?	GT I

Skills to include **Look through objectives so far and WAGOLL to make a list of the skills to include**	
Vocabulary from the text that I would love to use in context	