

Viking Academy Trust



Feedback Guidance Upton Junior School

The VIKING ACADEMY TRUST 'Feedback Guidance for Upton Junior School'
has been written after consultation with staff.

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Signed  Chair of the Trust

Intention: Feedback Ethos at Upton

At Upton Junior School, we have developed an ethos towards feedback.

We believe that feedback should be

- Specific
- Thought-provoking
- Useful

The aim of feedback is to

- Inform the child
- Encourage the child to reflect and think
- Allow the child to improve
- To challenge the child's thinking

We believe that marking should be

- Useful for the child
- Accessible for the child
- Useful for the teacher
- Manageable for the teacher

The aim of marking is to

- Gain an understanding of a child's performance
- Support the child in understanding their performance

Implementation: Types of Feedback at Upton

At Upton Junior School, we use a wide range of methods to offer feedback to children. The main ways we offer feedback can be explored below.

Whole Class feedback

Whole class feedback is provided at the start of every lesson at Upton. This short, verbal feedback time (five minutes) consists of the teacher informing the class, as a whole, how the work produced in the previous lesson was successful and it could be further improved.

Whole class feedback also includes 'Shout Outs'. The Shout Out provides the teacher with the chance to show examples of pupils' successful outcomes with the rest of the class. The impact of this is two-fold: firstly, pupils feel a sense of pride when their work is shared, and secondly that their peers are provided with an example of work to learn from and aspire to. During a Shout Out, work can be shown or read to the class to highlight the successful elements and how the piece met the learning objectives.

Another aspect of whole class feedback is the use of What Went Well (WWW) and Even Better If (EBI) and additional challenges. These are outlined and explained in the English, Maths and Thematic Curriculum Marking and Feedback pages later on in this guidance.

Teachers might use a presentation slide to present their whole class feedback (see appendix 1). In some cases, whole class feedback might not be presented in written form, but instead simply delivered to the class without a visual prompt. The choice remains that of the teacher and there is no expectation from the SLT to see evidence of whole class feedback notes or slides. However, evidence will be seen in children's books from their adaptations or additions to recorded learning.

The structure and content of whole class feedback varies slightly, depending on the subject taught. There is a breakdown of the structure of whole class feedback for each subject later in this guidance.

Group or paired feedback

Sometimes, teachers will give verbal feedback to groups or pairs of pupils. This feedback might be in the form of evaluation of their work as a group or pair. The feedback might be given through a thinking prompt or question.

One-to-one feedback

One-to-one verbal feedback is a powerful tool for enhancing learning. During one-to-one feedback, the teacher works alongside a child, giving them specific verbal feedback about the successes in their work or learning and precise details about how to improve their work or learning.

When adults give verbal feedback, please write VF (in black pen) next to the work in the margin.

Peer feedback

Peer feedback involves pupils exploring each other's work with intention of evaluating and improving it. Peer feedback can be a useful tool; however, teachers must have complete confidence that pupils are able to offer effective feedback to enhance learning and are secure in their own understanding before enabling peer feedback. Peer assessment needs to be completed once a fortnight in all subjects. This needs to be completed in green pen.

Written feedback

Written feedback is often termed as 'marking'. Written feedback can be in the form of jottings, teacher revision and edits of work or notes left for pupils to read. Written feedback can be given 'live' as the teacher moves around the room talking to pupils about their learning or alternatively can be given retrospectively. At Upton, we believe that live marking is effective as it allows pupils to receive immediate feedback, which can directly result in action to improve work. Although this is the case, live marking ought not to take precedence over rich, verbal live feedback. At Upton, our aim is to minimise the burden of over-marking pupils' work, which can be highly time consuming for teachers and can have little impact on learning. Instead, marking should be used as a tool to show pupils you have explored their learning and indicate to them the successes and areas for development. Guidelines on written marking in books are given under the Maths, English and Thematic sections of this guidance.

Impact

As a result of our feedback, we expect that:

- Pupils know which parts of their performance or outcomes are successful.
- Pupils know which aspects of their performance or outcomes need improvement.
- Pupils know how to improve their work.
- Pupils take feedback forward with them, applying it to subsequent pieces of work.
- Pupils thinking is challenged by the feedback they are given.

Maths Feedback at Upton

Evaluating Learning Outcomes – Preparing for Whole Class Feedback for Maths

Before the next lesson, spend time exploring the outcomes from the previous lesson. As part of this process, identify the following:

- Who can be identified for a 'Shout Out'?
- What are the common successes?
- Were there common misconceptions?
- What do pupils need recapped or clarified about this learning?
- How could I challenge those who have performed highly?

Use your reflections to prepare your feedback for the next session.

Delivering Whole Class Feedback in Maths

Whole Class Feedback should be directly linked to the previous lesson. It should be given for a short duration of time (around five minutes).



Part 1: recapping yesterday's learning (30 seconds)

This very rapid recap is intended as a brief reminder for pupils to help them recall what it was they were learning the day before.

Part 2: shout- outs (1:30 minute)

This key aspect of this element is to enable key pupils to feel pride in their work and also allows children to see good examples of performance, therefore learning from one another. Among other reasons, shout outs might be given to celebrate effective use of a strategy; improved or high achievement; presentation of work or facing challenges with confidence and resilience. The reasons for shout out being given should be explained concisely to optimise the impact.

Part 3: WWW, EBI, Challenge (3 minutes)

Following on from shout outs, discuss the WWW and introduce the EBI. This must be something posed in the same way as the tasks completed during the previous lesson. This allows pupils to draw upon their knowledge, skills and understanding from the previous lesson, enhancing their retention of these further. Pupils might also have some small errors to complete. These need to be done in purple pen. These will be indicated through the written marking for some pupils who have made errors in their workings in the previous lesson. Note that errors are not intended for pupils who have misunderstood the task, but for careless mistakes, which can be easily rectified with self-checking. Pupils who finish their EBI can move onto the challenge. This may be something additional or the challenge set on the previous day that they didn't attempt. Again, this needs to be completed in purple pen.

Written Feedback

All work needs to be looked at and acknowledged by an adult. Using live marking throughout the lesson is a great way of challenging misconceptions and supporting improvements to a child's work. Using a black pen, please use a tick for correct answers and a dot for the incorrect ones. This gives pupils useful feedback about what has been successfully calculated or where misconceptions or mistakes have occurred, that they can respond to in purple pen the following day. After marking the work, you need to make a professional judgement regarding whether the child had achieved the IALT. If they have, please highlight the word 'IALT' in green. If you wish for a child to move straight to the challenge during the whole class feedback, please indicate this to the child by writing 'Challenge' at the end of their piece of work. If a child has not achieved the IALT, support must be given to address this.

English Feedback

Evaluating Learning Outcomes – Preparing for Whole Class Feedback for English

Before the next lesson, spend time exploring the outcomes from the previous lesson. As part of this process, identify the following:

- Who can be identified for a 'Shout Out'?
- What are the common successes?
- Were there common misconceptions?
- What do pupils need recapped or clarified about this learning?
- How can the work be revised or edited?

Use your reflections to prepare your feedback for the next session.

Delivering Whole Class Feedback in English

Whole Class Feedback should be directly linked to the previous lesson. It should be given for a short duration of time (around five minutes).



Part 1: recapping yesterday's learning (30 seconds)

This very rapid beginning to the feedback is intended as a brief reminder for pupils to help them recall what it was they were learning the day before.

Part 2: shout- outs (1 minute 30 seconds)

This key aspect of this element enables key pupils to feel pride in their work and also allows children to see good examples of performance, therefore learning from one another. Among other reasons, shout outs might be given to celebrate effective use of a sentence structure or vocabulary; improved or high achievement; presentation of work; spelling successes or for facing challenges with confidence and resilience. The reasons for a shout out being given should be explained concisely to optimise the impact.

Part 3: WWW, EBI (3 minutes)

Following on from shout outs, first, ask the pupils to scan over their work to correct any spelling or punctuation mistakes. This should happen daily and will be indicated as outlined below. Then discuss the WWW and introduce the EBI. The EBI can be carried out in a variety of ways:

- The children could improve upon a skill being taught- e.g. vocabulary, sentence construction.
- The children could reflect on their learning and use the feedback given to add to their work- perhaps adding sentences, or adjusting answers. Using live marking throughout the lesson is a great way of making edits and improvements to a child's work
- You could use a 'black pen' box method. This involves you marking out a box around a short piece of text using a black pen. Pupils are then given three minutes to improve the text inside the box with editing and revising taking place (informed by the WCF).

Please use a range of strategies suggested.

These need to be completed in purple pen.

Written Feedback

All work needs to be looked at and acknowledged by an adult. Following a lesson, before the next lesson, please look at the pupils' work. It is important that the marking of basic spelling and punctuation by either correcting it for them or indicating where you would like them to self-correct with their purple pen is completed every day. **The extent to which you correct or pick up on mistakes in spelling and punctuation will vary greatly from child to child.** Please use your knowledge of the child and the expectations for their ability to guide this. A circle can be used around the missing, incomplete or incorrect punctuation or, where appropriate, use 'P' in the margin to indicate these to the child for self-correction. For spelling, 'sp' can be used. To indicate the successful use of language, structure or content etc, underline with black pen and use a tick to acknowledge. After marking the work, you need to make a professional judgement regarding whether the child had achieved the IALT. If they have, please highlight the word 'IALT' in green. English books should be marked in black pen.

Feedback at Upton: other subject areas

What are the 'other subjects'?

Other subjects include all other areas of the curriculum.

Evaluating Learning Outcomes – Preparing for Whole Class Feedback for other subject areas

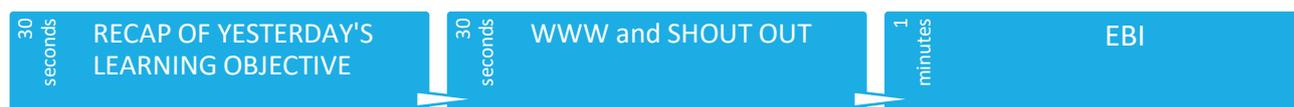
Before the next lesson, spend a short time exploring the outcomes from the previous lesson. As part of this process, identify the following:

- Who can be identified for a 'Shout Out'?
- What went well?
- How could the outcomes have been improved?

Use your reflections to prepare your feedback for the next session.

Delivering Whole Class Feedback

Whole Class Feedback should be directly linked to the previous lesson. It should be given for a short duration of time (around 2 minutes).



Part 1: recapping yesterday's learning (30 seconds)

This very rapid beginning to the feedback is intended as a brief reminder for pupils to help them recall what it was they were learning during the previous lesson.

Part 2: WWW and Shout Outs (30 seconds minute)

Spend a short time discussing 'What Went Well' during the previous lesson and mention one person whose efforts or outcomes stood out.

Part 3: EBI (1 minute)

Explain to the class that the learning would have been 'even better if', providing a fast and simple suggestion to carry forward the next time this learning arises. Children should respond in purple pens.

Written Feedback

Writing tasks should be marked in line with the English feedback guidelines.

Appendix 1 Whole Class Feedback Slide Examples

Whole Class Feedback 

Yesterday we started our "Finding Our Foundations"
 Sophie tried hard with her own questions.
 Alfie's notes, from his research were really informative.

SHOUT OUT

Whole Class WWW We all managed to write clear questions we would like to be answered.

Whole Class EBI Correctly punctuate all the questions.

WCF slide example- Other subject area feedback

Whole Class Feedback 

Yesterday we learnt how to multiply by 10, 100 and 1000

SHOUT OUT Emily worked though the challenge task. Noah used the strategy consistently.

Whole Class WWW Our use of our place value knowledge.

Whole Class EBI Explain the effect of multiplying by 100.

CHALLENGE

True or false? Justify your answer.
 $46 \times 10 > 100 \times 2$

WCF slide example- Maths

Whole Class Feedback 

Yesterday we wrote a diary entry from the soldier's perspective.

SHOUT OUT Lewis used a fantastic adverbial. Sarah's handwriting has really improved.

Whole Class WWW Your writing was in the style of diary and you showed real empathy.

Whole Class EBI Everyone check for apostrophes in your contractions.

Whole Class Feedback 

Yesterday we wrote a diary entry from the soldier's perspective.

SHOUT OUT Lewis used a fantastic adverbial. Sarah's handwriting has really improved.

Whole Class WWW Your writing was in the style of diary and you showed real empathy.

Whole Class EBI Go back through to add one adverb and two adjectives.

Whole Class Feedback 

Yesterday we wrote a diary entry from the soldier's perspective.

SHOUT OUT Lewis used a fantastic adverbial. Sarah's handwriting has really improved.

Whole Class WWW Your writing was in the style of diary and you showed real empathy.

Red Pen Box

1. Add a fronted adverbial
2. Include some brackets

WCF slide examples- English

Please note- These slides are offered as examples. As the teacher, your discretion is to be used when offering WCF. The priority is that quality WCF is given which enables pupils to reflect on and improve their learning.

Appendix 2 Correcting Spelling Suggestions and Ideas

Why does this matter?

Schools have a responsibility to support pupils in learning their spellings. As part of our over-arching aims for providing pupils with the best learning opportunities, it is important that we place value upon children learning the correct spelling of words.

Which spellings should I correct?

As a general rule, spellings for a child's expected age range should be corrected (by either an adult or the child themselves). This means that high frequency words and common exception words for their year group should be spelt correctly, and where they are not, pupils should have the opportunity to amend the spelling or see the spelling corrected for them. It is important to remember, however, that children's learning is not always linear and so the way you amend or correct a child's spelling will depend on the child's personal learning journey. Always consider the impact of over-marking a child's work on their wellbeing and motivation, carefully selecting the most valuable spellings that need to be amended. You might consider a focus on the class spellings to be a priority.

Who should correct the spelling?

Teachers or support staff can correct spellings or children can correct their own spellings. In some cases, where pupils are very confident with spelling, it might be possible for them to correct each others spellings. Who corrects the spelling depends on the child and the reason behind the incorrect spelling. If you believe a child has made a spelling 'mistake', this would indicate that they know the spelling but spelt it wrong accidentally. If you believe a child has made a spelling 'error' this means that the child will not be able to self-correct their incorrect spelling as they lack the phonetical or spelling knowledge to do so. If you believe that the child has made a minor error, but that this can be easily rectified by the child, you might decide to give them the chance to look up the spelling in a dictionary.

How should spellings be corrected?

There are multiple ways that spellings can be corrected. Below are *some* suggestions and ideas about how to correct spellings.

I have circled the incorrect spelling of 'animals' because the child has made a basic error.

I have circled the incorrect spelling of 'because'. This is a HFW and the child must know the spelling.

I know that the child is able to spell 'like' but has made a mistake. I have written 'sp' in the margin to indicate to the child that they have a mistake in that line. The child should scan for the word and then correct it in purple pen.

I decided to correct 'they' for the child. I would rather they practise 'because'.

I have circled the incorrect spelling of 'adorable'. This is a tricky word but this child is able, so practising this spelling will be useful for use in the next lesson. I have asked the child to copy the word out.

The child can very quickly correct the spellings, using a dictionary if needed. They use their purple pen.

1. animals
2. because
3. copy → adrobal → adorable

NB. These examples are for illustrative purposes only and shows multiple methods in one short piece. In reality, the frequency of spellings corrected would be reduced.

Key Questions and Answers

Who should give feedback?

Verbal feedback and live marking can be given by teachers and support staff.

How long should feedback be given for?

Spending long periods of time giving verbal or written feedback to one child or group can become counterproductive. Giving concise and simple feedback and ensuring pupils act upon this allows for marginal gains or obvious progress to be made.

How much feedback should be given?

How much feedback you give will vary from child to child. Giving too little feedback can leave pupils unsure about how to progress and move forward. Giving too much feedback can leave pupils feeling overwhelmed and confused about which direction to take next. As a general rule, try to give short bursts of specific feedback, allowing sufficient time for the feedback to be acted upon.

When should feedback be given?

As outlined above, giving live verbal and written feedback is preferable. Distance marking is useful for both staff and pupils too, however pupils need dedicated time to examine written feedback they have been given in order for the feedback to have any impact. Whole Class Feedback (WCF) should be given at the beginning of each lesson. There is no expectation for teachers to write comments in pupils' books.

What is the difference between feedback and marking?

Feedback is part of every conversation you have with a child or group of children about the successes and areas for development of their work. Written marking is just one way to give feedback.

How effective is my feedback?

Thinking about the impact of your feedback is good practice. Exploring how pupils respond (short and long term) to feedback is a good indicator of the success of the feedback given.

Where can I read more about feedback?

Explore the articles, research and blogs about feedback and marking. There are many additional resources online.

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

<https://learningspy.co.uk/leadership/less-marking-feedback-challenge-proposal/>

<https://christopherwhitehead.co.uk/wp-content/uploads/2017/01/Issue5.pdf>

<https://www.tes.com/news/we-must-end-obsession-marking>