Viking Academy Trust

Feedback Guidance

Ramsgate Arts Primary School

The VIKING ACADEMY TRUST 'Feedback Guidance for Ramsgate Arts Primary School' has been written after consultation with staff.

Approved by the Trust: Term 1 2019

Reviewed biennially

Last review date: Term 1 2021

Signed _[signature]_ Chair of the Trust

Intention: Feedback Ethos at RAPS

At Ramsgate Arts Primary 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 RAPS

At Ramsgate Arts Primary 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 (WCF)
Whole class feedback (WCF) is provided at the start of every lesson at RAPS. 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 Rapid Recaps, Easy Edits, Quick Questions Minor Mistakes and Challenges. These are outlined and explained in the English, Maths and Topic Marking and Feedback pages later on in this guidance.

Teachers might use a presentation slide to present their whole class feedback (see appendix 1) or, alternatively they might use a whole class feedback sheet (see appendix 2). 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.

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.

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.

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; this is called 'distance marking'. At RAPS, 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. Distance marking can be a useful tool as it allows teachers time to reflect on pupils' performances and outcomes as part of their evaluations. At RAPS, 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, distant 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 Topic 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 RAPS

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 WCF for the next session. You can either use a WCF slide, a WCF sheet or you can give the feedback from jottings or memory.

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).

30 seconds	RECAP OF YESTERDAY'S LEARNING OBJECTIVE	1.5 minutes	SHOUT OUTS	3 minutes	RAPID RECAP & CHALLENGE

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

This very rapid beginning to the WCF 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 the WCF 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 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: rapid recap, challenge and minor mistakes (3 minutes)

Following on from shout outs, inform pupils that they will now complete a 'Rapid Recap' question. This must be an achievable question posed in the same way as the questions 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 'Minor Mistakes' to complete. These will be indicate through written marking for some pupils who have made minor mistakes in their workings in the previous lesson. Note that 'Minor Mistakes' 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 'Rapid Recap' and 'Minor Mistakes' can move onto the 'Challenge Question'. This question is to be presented to the class visually and aims to offer pupils an opportunity to apply learnt skills to solve a varied question. You may feel that some children do not need to complete the 'Rapid Recap' questions; these pupils can move straight to the 'Challenge Question'. All 'Rapid Recaps', 'Minor Mistakes' and 'Challenge Question' responses are to be completed in the book with purple pen, at the end of the last piece of work.

Written Feedback

Please acknowledge all answers with a tick for correct or a dash for incorrect. This gives pupils useful feedback about what has been successfully calculated or where misconceptions or mistakes have occurred. If you wish for a child to move straight to the challenge as part of the WCF in the next session, please indicate this to the child by writing © at the end of their piece of work. Maths books can be marked in black or green pen, depending on personal preference (however please use one colour consistently across the class).

English Feedback at RAPS

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 WCF for the next session. You can either use a WCF slide, a WCF sheet or you can give the feedback from jottings or memory.

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).

30 seconds RECAP OF YESTERDAY'S LEARNING OBJECTIVE	1.5 minutes SHOUT OUTS	3 minutes EASY EDITS & EITHER RAPID REVISE or QUICK QUESTION or BLUE BOX

Part 1: recapping yesterday's learning (30 seconds)
This very rapid beginning to the WCF 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 the WCF 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: rapid revise, easy edits, quick question and challenge (3 minutes)
Following on from shout outs, there are different approaches you can select from- Rapid Revise, Easy Edits and a Quick Question or the Blue Box approach.
Rapid Revise, Easy Edits and a Quick Question
NOTE: revising work includes making changes or additions to the content to improve the work. Editing work includes the correction of spellings or punctuation and checking for sense.

I. First, ask pupils to scan over their work to correct any spelling or punctuation mistakes. This ought to happen each day. These might be indicated with a jotting in the margin or more specific teacher directed marking (see below).
II. Next, choose from either a 'Rapid Revise' or a 'Quick Question'. A 'Rapid Revise' might be a prompt for pupils to follow, such as 'Add two adjectives to your writing'. A 'Quick Question' might be a question about key text relating to the task, such as 'Who was most guilty?'. This can be shown on the board to the whole class (not to be written into each child's book).

Alternatively, you could use the 'Blue Box' method. This involves you marking out a box around a short piece of text using a blue highlighter. 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.

Written Feedback
Using live marking throughout the lesson is a great way of making edits and improvements to a child's work. 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 between 2-3 times per week (to be reviewed). ***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 use 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. Please see 'Ideas for Correcting Spellings' (appendix 3) for suggestions and ideas. To indicate the successful use of language, structure or content etc., use a tick (or 'double tick' to show highly successful elements). Every two weeks, please thoroughly mark each child's 'Big Write'. There is no expectation for written comments in English books. English books can be marked in black or green pen, depending on personal preference (however please use one colour consistently across the class).

Feedback at RAPS: other subject areas

What are the 'other subjects'?

Other subjects include all topic lessons, philosophy and RE lessons, arts lessons and any other task you deliver to the class.

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 WCF for the next session. You can either use a WCF slide, a WCF sheet or you can give the feedback from jottings or memory.

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).
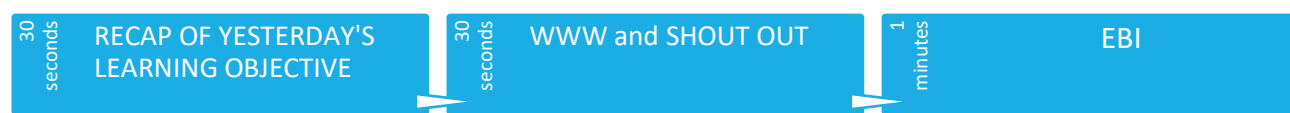
30 seconds	RECAP OF YESTERDAY'S LEARNING OBJECTIVE	30 seconds	WWW and SHOUT OUT	1 minutes	EBI

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

This very rapid beginning to the WCF 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.

Written Feedback

Please acknowledge all work with a simple tick at minimum. Please note, if the task set was a writing opportunity, please provide written marking as indicated under the 'Written Marking' heading found on the 'English Feedback at RAPS' page.

Ramsgate Arts Primary School Feedback Guidance

Appendix 1 Whole Class Feedback Slide Examples

⭐ Whole Class Feedback ⭐

LI: Take part in plan, do and review.

What went well?

- We all made super plans before we chose an activity.

Next time

- Let's all speak in full sentences to share our plan.

Special Mentions: RAPS-Stars

- Ruby could say WHY she chose her activity. Well done Ruby!

Year R/Topic WCF Slide

⭐ Whole Class Feedback ⭐

Yesterday we learnt to multiply by 10, 100 and 1,000.

RAPS STARS!
- Sam worked through to the challenge task.
- Megan used the strategy consistently.

Rapid Recap
1. 67 X 10
2. 100 X 94
3. 56 X 1,000

Challenge
True or false? Justify your answer.

46 X 10   >   100 X 2

Maths WCF Slide Example

Please note- These slides are offered for 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.

⭐ Whole Class Feedback ⭐

Yesterday we wrote a diary entry from mum's perspective.

RAPS STARS!
- Jessica's handwriting is much improved.
- Alby used a great fronted adverbial.

Easy Edits
- Everyone needs to check for apostrophes for contractions!
- Spellings: Michael, ocean, which

Quick Question
Which character was the most afraid and why?

English WCF: Shout outs, edits and question example

⭐ Whole Class Feedback ⭐

Yesterday we wrote a diary entry from mum's perspective.

RAPS STARS!
- Jessica's handwriting is much improved.
- Alby used a great fronted adverbial.

Easy Edits
- Everyone needs to check for apostrophes for contractions!
- Spellings: Michael, ocean, which

Rapid Revise
Go back through to add ONE ADVERB and TWO ADJECTIVES.

English WCF: Shout outs, edits and revise example

⭐ Whole Class Feedback ⭐

Yesterday we wrote a diary entry from mum's perspective.

RAPS STARS!
- Jessica's handwriting is much improved.
- Alby used a great fronted adverbial.

BLUE BOX
1. Add in a fronted adverbial
2. Common spelling mistakes: Michael, because, traumatized
3. Include some Brackets

English WCF: Shout outs and Blue Box example

Appendix 2 WCF Sheet Examples

Please note- These 'WCF Logs' are intended as an optional way for teachers to gather and jot their feedback. These are intended for the teacher as a guide for their WCF- not to be provided to the child.

Sometimes, the box is not relevant, so is left empty.

RAPS English WCF Log 1

LESSON RECAP Last lesson, we learnt to...

RAPS STARS! — Shout outs go to....for...
Bella – presentation → joins!
Sandy – use of noun phrase

Easy Edits — Spelling errors or mistakes to check... Punctuation to check...
Beautiful however where/were

Relating to spelling and punctuation and including checking for sense. — Other points to note...
N/A.

Rapid Revise — I want everyone to improve their writing by using purple pen to...
Create an expanded noun phrase in your work.
Relating to grammar and sentence structure.

RAPS English WCF Log 3

LESSON RECAP Last lesson, we learnt to...

RAPS STARS! — Shout outs go to....for...
Fred – great focus and helping his table.
Milly – use of adjectives

BLUE BOX — Spelling errors or mistakes to check... Punctuation to check...
trapped N/A

Pupils will correct all spelling and punctuation in their blue box, checking for sense. — Other points to note...
Line breaks could be better (SS, WD, NA)

BLUE BOX — I want everyone to enhance their writing inside the blue box by checking for or adding...
3 adjectives
1 adverb
1 line of repetition
Relating to the lesson previously taught.

Shout outs offer praise about efforts, but also outcome related praise too.

Relating the feedback to the genre is effective.

RAPS English WCF Log 2

LESSON RECAP Last lesson, we learnt to...

RAPS STARS! — Shout outs go to....for...
Tim – great effort.
Ricky – checking his spellings.

Easy Edits — Spelling errors or mistakes to check... Punctuation to check...
Rough their/there /they're

Relating to spelling and punctuation and including checking for sense. — Other points to note...
Does it make sense? (HJ, FL, TT, SG)

Quick Question — I want everyone to respond to the following question in purple pen...
Why do you think Corin didn't respond to dad?
Relating to the lesson previously taught.

RAPS Maths WCF Log

LESSON RECAP Last lesson, we learnt to...

RAPS STARS! — Shout outs go to....for...
James – justifying his thinking.
Kim – use of vocab.

Minor Mistakes — Which pupils need to check for minor mistakes?
Tom, Tim, Mark, Sia, Kelly, Jessica. Q3 Q4

Rapid Recap — I want everyone to recap the following questions using purple pen...
· 33x4
· 17x5
The rap recap questions should directly mimic the questions completed in the previous lesson.

Challenge — The challenge question will be...
Ben says 20 x 5 is less than 200. Is he right? Explain your answer.
The challenge question should use the skills or knowledge from the previous lesson to solve a new problem (use variation and mastery style questions).

RR Qs link directly to the skill used the day before. Using 1-3 Qs is plenty.

QQs are useful for challenging the pupils' thinking or to gauge understanding.

Key pupils initials can be jotted to help you remind the pupils to check certain questions.

Appendix 3 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 accidently. 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.

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.

Ramsgate Arts Primary School Feedback Guidance

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 might this guidance be different across the Key Stages?

The level of guided feedback you give will likely be impacted by the key stage you work within. Giving feedback is all about knowing the individual child and how you would like them to respond to the feedback you give. Sometimes, direct and directed feedback is more appropriate. Sometimes, feedback prompts and questions to encourage self-reflection and deep thinking might be more appropriate.

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