Overview of our approach

At Owlsmoor Primary School, we recognise the importance of feedback as an integral part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. It is important to note that 'feedback' is broader than just 'marking', and we recognise that feedback may take a range of forms including written marking, verbal feedback, peer feedback, self-assessment and coded feedback amongst others. The best feedback, whichever form this may take, will give pupils a clear sense of how they can improve, with them responding and making progress as a result.

We are very mindful of the research surrounding effective feedback. Our approach is underpinned by the evidence of best practice from the Educational Endowment Foundation and other expert organisations, taking into account how children learn best. We are also mindful of the workload implications of written marking and, following the DfE recommendations regarding this, strive to ensure that our approach is manageable for teachers in order to be most effective. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key principles

All feedback should:

- Further pupils' learning
- Focus on the learning objective and success criteria for the lesson
- Redirect the teacher's or learner's actions to achieve a goal
- Be meaningful, manageable and motivating
- Be timely & purposeful
- Be acted upon
- Encourage pupils to take responsibility for their own work & learning (taking into account research on how developing children's meta-cognition and self-regulation enhances progress)

Owlsmoor Primary School

Feedback 'In a Nutshell'

Feeding forwards feedback

There is a well-established body of evidence which highlights that 'Assessment for Learning' (the process of teachers gathering and acting upon assessment information) is integral to pupils making good progress. This is, therefore, our key focus when looking at pupils' work. After each maths and English lesson, teachers look at each child's book to evaluate their learning within the lesson. As they do this, they initial the work to acknowledge that they have seen it and they record information about pupils' learning on a 'Whole Class Feedback Sheet', identifying:

- Work to be praised
- Children who require additional support in order to secure their learning
- Children who are ready for further challenge
- Common errors / misconceptions across the class
- 'Next lesson notes', indicating how these aspects will be addressed (e.g. through additional input/ adult support etc)

There is not a requirement for the 'next steps' to be written on the pupils' work itself – instead teachers should focus on ensuring that pupils' emerging needs are addressed appropriately within subsequent lessons.

Teachers may still make use of written marking/ annotations on children's work if they feel it will benefit the child – for example: using a pink dot ('think pink') to indicate something which needs to be corrected; using a green highlighter ('great green') to indicate a particular strength within a piece of work, which perhaps could then be shared with the class; providing a written prompt/ reminder; highlighting spelling/punctuation errors; using symbols which correspond to comments; or highlighting/ commenting against a success criteria. There is no set requirement for any particular style or frequency of written marking - teachers are encouraged to use their professional judgement to decide when and how this may be beneficial, and whether this is accessible and appropriate for the child.

The value of immediate feedback

Research indicates that prompt feedback is more effective than feedback which is delayed. As a result, our teachers assess pupils' understanding continually throughout lessons, giving 'on the spot' feedback and adapting their lessons appropriately in the moment in order to move learning forwards. Teachers have received training on a range of strategies in order to develop their 'feedback toolkit', which include:

- 'Show me' whiteboards
- 'Stop and Check'
- 'I do - We do - You do'
- 'Over the shoulder' feedback
- Dynamic re-grouping/ re-directing adult support
- Re-teaching
- 'Peel away' groups
- Mini-plenaries/ Learning Stops
- Visualisers
- Peer feedback
- Pupil self-marking/ self-assessment

Effective within-lesson feedback helps to reduce the need for post-lesson feedback, as it enables errors/ misconceptions/ improvement points to be addressed immediately.

Monitoring the use of feedback

All feedback given by teachers should be for the sole purpose of advancing learning – not for external verification. However, we believe it is important for the effectiveness of feedback to be monitored and reviewed on an ongoing basis. This is done through:

- Lesson observations/ learning walks – looking for evidence of how this approach is used 'in action'.
- Book scrutinies - pupils should respond to all feedback in purple pen, which should shows the impact of any feedback that was given. Books should also show good progress over time.
- Monitoring 'Whole Class Feedback Sheets' – looking at how 'next steps' are being recorded and subsequently actioned (Learning Trails – Issue-Intervention-Impact).
- Pupil conferences – seeking the views of the children.

Whole Class Feedback Sheet

Class: Subject: Date:

General Strengths/ Aspects to Praise		Individual Work to Praise/ Share
Common Spelling Errors to address	**Presentation/Skills Recap**	**Common Mistakes/ Errors/ Misconceptions/ Improvement Points**
Children who need further support		Next Lesson Notes