



# **Mowmacre Hill**

## Primary School

Striving for Excellence; United in life-long learning for a better tomorrow

# **Effective Feedback**

## **Policy**

**Approved by: Teaching staff team**

**Date: 8.1.20**

**Last reviewed on: January 2023**

**Next review due by: January 2024**

## **Policy Context**

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations and researchers. The EEF research shows 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 sparingly so that it is meaningful
- Put the onus on the students 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

Our policy also supports the work of renowned educational researchers such as Daisy Christodoulou who states that feedback should be "accurate, helpful and timely".

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributor factor to high levels of workload. Due to this, the school has actively investigated a range of alternatives to written feedback which ensures feedback is effective within school and most importantly, impacts upon the progress of all the children. The DfE's expert group emphasised that marking should be: meaningful, manageable and motivating. Whilst investigating effective feedback for the policy, we have also taken note of the key messages from the NCETM (National Centre for Excellence in Teaching Mathematics) that individual children do not need written next steps, but the planning of a mastery curriculum will identify and deliver next steps.

## **Key Aims:**

Our Feedback Policy is built from several aims which have been constructed with all staff. These are:

- To ensure excellent and sustained progress whilst minimising unnecessary work load for staff;
- To enable teachers and children to become creators of an effective and purposeful learning journey;
- To standardise feedback principles for all staff;
- To develop children's meta-cognition skills to be owners of their own learning and not passive consumers of teachers' comments.

## **Learning and Feedback**

At Mowmacre Hill Primary, we have created a learning focussed environment in which every member of the school family strives to ensure that every child achieves well; engaged in and steering their own learning journey. Our Feedback policy runs alongside the implementation of the DSAT Teaching and Learning Strategy which in it states that "Our Trust priority is for all children to have learning focused opportunities which enable the learner to become independent, self-reflective and self-directive within their learning. We want all our learners to think about their own learning more explicitly. It is our aim for all Discovery Schools Trust to have learning at its heart, learning with no limits!"

At Mowmacre Hill, we understand feedback to be a two-way process and that it is one of the main driving forces behind effective teaching and learning. Feedback describes the interaction between adults and children as well as between children where there is communication regarding the learning process; this includes verbal feedback, written feedback; reflections and learning walls.

Consequently, our feedback policy is based around two different notions for where feedback is interwoven between:

- 1) Journey of Learning- which predominantly focuses on developing children's metacognition and self-regulation skills
- 2) Journey for Learning- this predominantly focuses on curriculum design and lesson planning where assessment underpins the journey the children take to achieve the outcomes.

### **Journey of Learning at Mowmacre Hill Primary School**

To ensure that everyone is always engaged within learning, the school has developed its own definition of learning; this was produced collaboratively where staff had opportunity to discuss in detail their understanding. Within each key stage, each classroom will have a learning journey visual accessible to the children which is outlined on the next page. The learning visuals allow children to feedback to their teacher as well as feedback to the child.



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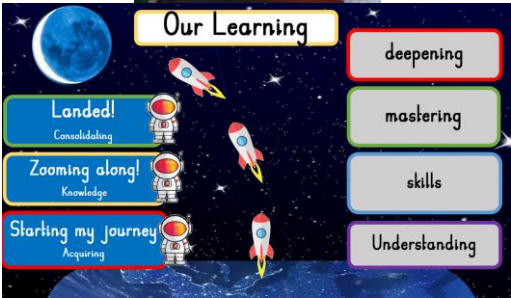
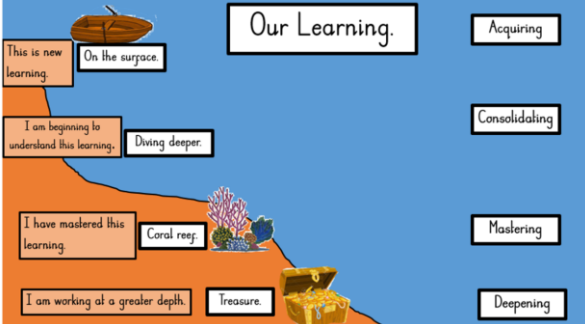
### **Our Definition of Learning**

Learning is being never afraid to ask why and persevering to discover how, when and what if.

It is a constant cycle of new learning, consolidation and application.

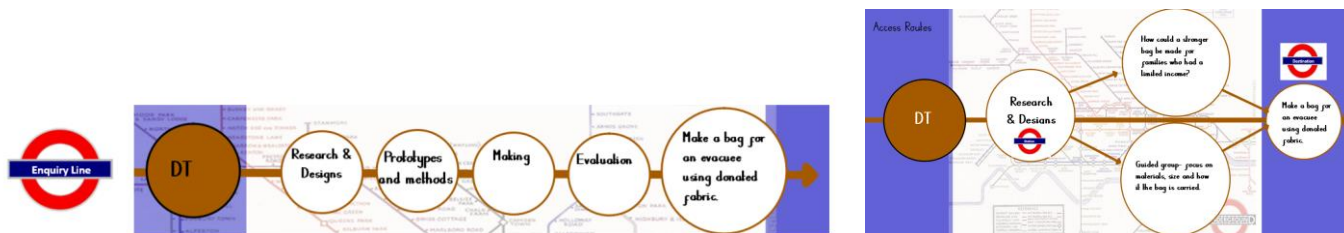
## Mowmacre Hill 'Looking for learning' – self reflection

*"Teaching self-reflection demands more attention than a quick 'what have you learned today?' prompt. Encouraging and, on occasion, requiring children to spend time reflecting on their own understanding/ achievement/failure is teaching them the skills that successful learners employ every day. Successful learners assess their own performance and have been taught to do so. For successful classroom assessment to be sustained, students need to be taught the skills of productive self-reflection." Paul Dix 2011*

Early Years	Key Stage 1	Key Stage 2
		
<p>I can't do it I'll try to do it I can do it I did it</p>	<p>Starting the journey Zooming along Reached the moon</p>	<p>On the surface Acquiring Diving Deeper Consolidating Coral Reef Mastering Treasure Deepening learning</p>
<p>Physical display</p>	<p>Physical display and/or as discussion points in each lesson.</p>	<p>Displayed on flipcharts as discussion points in each lesson</p>

## Journey for Learning

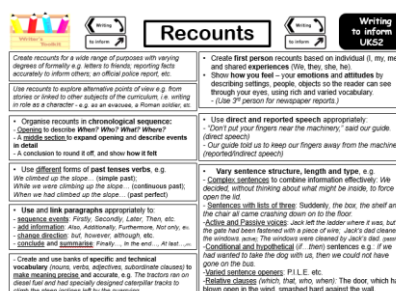
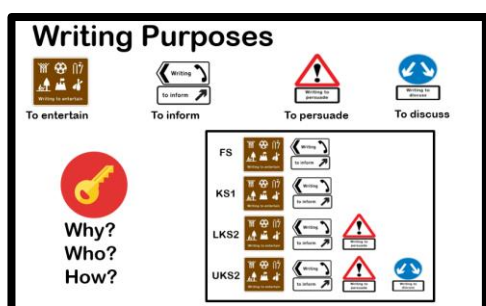
Each sequence of lessons will be planned around the MHPS Enquiry line format. This will include the use of an enquiry line, stations of learning and a destination. Each station of learning will have an access route which briefly details the personalisation through challenge and differentiation.



In books, each piece of work will have the station title, a learning objective or a question as the title.

## Journey for Learning in English

1. What is your purpose for writing? Display poster on your working wall.



2. What forms will you explore for the purpose? Are there any toolkits to help with these?
3. What elements of the national curriculum PoS and Writing TAF will be covered?
4. Choose your main destination
5. Plan your stations of learning that will ensure that the children explore the skills that they need.
6. Plan your Access routes which detail the challenge and provision for LAPs



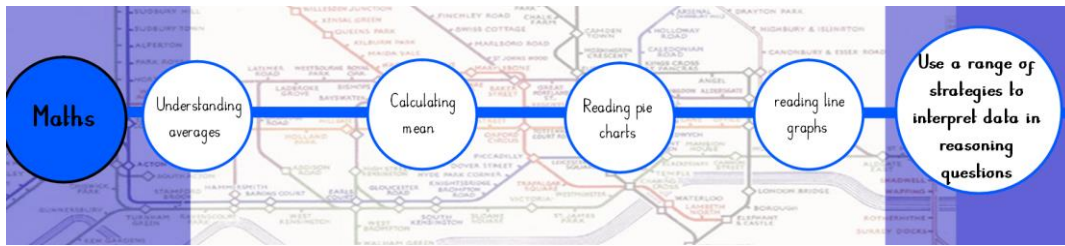
## Marking expectations in English:

- Where a child has excelled on a single piece of work, teachers will acknowledge this through the use either a positive statement, sticker or awarding of monster points- green for positive and orange for improvements.
- Spellings, punctuation and grammar errors will be identified for the child by highlighting in orange; it is expected that the child will either be provided with the correction or make the correction themselves.
- Where immediate feedback is given in a lesson, adults will use orange colour to model this to the child. E.g. writing the correct spelling or formation of a word/ sentence.
- Where lessons are practical and do not require any formal recording, a whole class feedback sheet can be used after each lesson as outlined below. Teachers are not expected to take and record photos of practical activities if they do not evidence learning adequately.
- Children respond to marking in their purple pen.

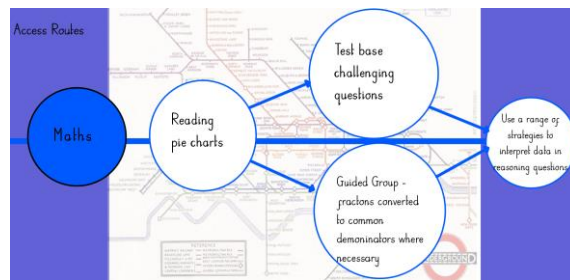
# Journey for Learning in Mathematics

Identify what you will teach and how you will ensure that the 'learning sticks'.

## 1. Plan the enquiry line.



## 2. Plan the access routes



## 4. Recap previous learning

## 5. Introduce challenges

<p><b>Mastery Reasoning</b></p> <p><i>g</i> stands for a number on a grey card <i>w</i> stands for a number on a white card</p> <p>Join all pairs of numbers that match this rule</p> $2g + w = 10$ <p>One is done for you:</p> <p>1 2 3 4 5 6 7 8</p> <p>1 2 3 4 5 6 7 8</p>	<p><b>Greater depth Challenge</b></p> <p>Allie has some photographs printed.</p> <p>The cost is £2.50 for postage and 12 pence for each print.</p>  <p>Allie uses this formula for the total cost (C) in pence.</p> $C = 250 + 12n$ <p><i>n</i> stands for the number of photographs.</p> <p>The total cost for Allie is £6.70</p> <p>How many photographs does he have printed?</p>
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## 6. In focus

## 7. Guided Work

## 8. Independent tasks in MNP book

## 9. Challenge work

## Marking expectations in Mathematics:

- Every piece of written work will have a learning title (handwritten in Key stage 2 and stuck in books in key stage 1) and challenges as identified above. These will be marked against using the agreed colours **green** means my learning can be seen and **orange** means further learning needed
- Where lessons are practical and do not require any formal recording, a whole class feedback sheet will be used after each lesson as outlined below. Teachers are not expected to take and record photos of practical activities if they do not evidence learning adequately.
- Where immediate feedback is given in a lesson, adults will use **orange** colour to model this to the child. E.g. number formation or changing a number sentence.
- It is expected that the child will make the correction themselves in **purple** pen.

## Journey for Learning in Topic

1. Use the Discovery Schools Curriculum progression documents as a starting point.



	National Curriculum – Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary	Endpoints	Trips/Experiences
EYF5	<p>ELG- Fine motor skills</p> <p>Hold a pencil effectively in preparation for fluent writing; using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>ELG- Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> <li>• I can explain what I am making</li> <li>• I can select appropriate resources and tools</li> <li>• I can explain which tools I am using and why</li> <li>• I can use tools safely</li> <li>• I can use tools to manipulate materials</li> <li>• I can make observations about the features of objects</li> <li>• I can use my senses to explore and describe objects</li> <li>• I can think of my own ideas and use them in my creations</li> <li>• I can plan how best to approach a task</li> <li>• I can identify success and next steps</li> <li>• I can say how my outcome could be improved</li> <li>• I can change my strategy as needed</li> <li>• I can review my activity</li> <li>• I can explain how something works</li> </ul>	Create something to sell to support the year group charity	<p><b>Textiles:</b> Join, sew, stick</p> <p><b>Mechanisms:</b> Car, wheel, pull, push</p> <p><b>Structures:</b> Cut, fold, join</p> <p><b>Food:</b> Cut, taste, fruit, vegetable</p>		

2. As a teaching team, formulate a medium term plan which makes explicit the prior learning, intended learning, activities, metacognition tools and tasks, vocabulary and destinations (end product).

**Year 5 : Learning Journey Plan:** Curriculum Theme: WW2

Curriculum: History, Science, Geography, Music, DT

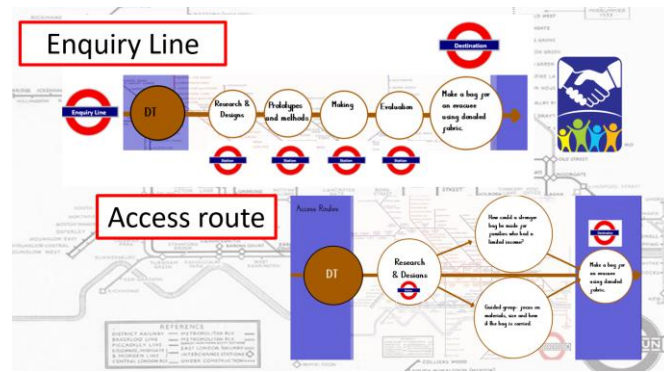
Topic: Learning 2019: [Giant Robot Leads](#), [9 Women \(Science\)](#), [History \(5, 6, 7, 8, 9\)](#), [Geography \(20 Wilson\)](#), [Music \(20 Jensen\)](#), [DT \(10 Glover\)](#)

Learning Journey Reviewed: Spring 2020 Reviewer: I. Glover

What will we learn?	What will we do to learn it?	What will we be able to do when we have finished?	What will we be able to do when we have finished?	What will we be able to do when we have finished?
<p><b>Design &amp; Technology:</b></p> <p>What will we learn? We will learn about the design process, how to use a range of materials and tools, and how to create a model of a product.</p> <p>What will we do to learn it? We will use a range of materials and tools to create a model of a product. We will use a range of materials and tools to create a model of a product.</p> <p>What will we be able to do when we have finished? We will be able to create a model of a product. We will be able to create a model of a product.</p>	<p>What will we learn? We will learn about the design process, how to use a range of materials and tools, and how to create a model of a product.</p> <p>What will we do to learn it? We will use a range of materials and tools to create a model of a product. We will use a range of materials and tools to create a model of a product.</p> <p>What will we be able to do when we have finished? We will be able to create a model of a product. We will be able to create a model of a product.</p>	<p>What will we learn? We will learn about the design process, how to use a range of materials and tools, and how to create a model of a product.</p> <p>What will we do to learn it? We will use a range of materials and tools to create a model of a product. We will use a range of materials and tools to create a model of a product.</p> <p>What will we be able to do when we have finished? We will be able to create a model of a product. We will be able to create a model of a product.</p>	<p>What will we learn? We will learn about the design process, how to use a range of materials and tools, and how to create a model of a product.</p> <p>What will we do to learn it? We will use a range of materials and tools to create a model of a product. We will use a range of materials and tools to create a model of a product.</p> <p>What will we be able to do when we have finished? We will be able to create a model of a product. We will be able to create a model of a product.</p>	<p>What will we learn? We will learn about the design process, how to use a range of materials and tools, and how to create a model of a product.</p> <p>What will we do to learn it? We will use a range of materials and tools to create a model of a product. We will use a range of materials and tools to create a model of a product.</p> <p>What will we be able to do when we have finished? We will be able to create a model of a product. We will be able to create a model of a product.</p>

**Planning**

3. Plan an enquiry line which will be referred to at the beginning of each lesson. The destination (end product) is explicit, as are the stations of learning that will be taught in order to reach the destination.
4. Each station (lesson or series of lessons) has an access route which makes explicit any challenge or considerations that will be used in order to enable the children to achieve the intended learning.



### Marking expectations in Topic:

- Every piece of presentation work will have a title.
- Every piece of work will have acknowledgement marking- checking that the work has been completed and that there are no obvious mistakes that need correcting.
- Where a child has excelled on a single piece of work, teachers will acknowledge this through the use either a positive statement, sticker or awarding of monster points.
- A whole class feedback sheet will be used after each lesson as outlined below; these can be for mixed activities if needed. The most important is that it is useful for informing the teacher.

### SHINE

All adults will have high expectations of presentation and handwriting as per our policy. Where this is exemplary teachers can highlight the associated letter with green; where this needs to be develop with orange: e.g. SHINE. This does not need to be recorded for every piece of work if it meets the standard.



Mownacre Hill Primary School		WHOLE CLASS FEEDBACK		Subject:
				Learning point:
				Date:
Work to Praise and Share		Needs further support		
SHINE - Celebration and next steps		Basic Skills Errors		
Misconceptions and Next Lesson Notes				

### Providing Whole Class Feedback

As a school, we actively promote the effective use of whole-class feedback strategies which will be outlined below. In Topic lessons and when appropriate in other areas of the curriculum, teachers will use the Whole Class Feedback to unpick the learning of the lesson and feedback to the children in the next lesson. These will be stored in a folder in the classroom.

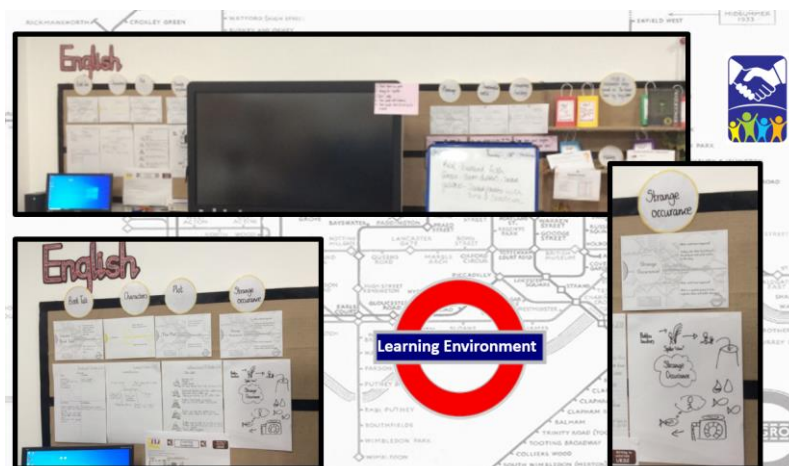


## Learning Walls

Learning walls will also be used in the classroom as a strategy of feedback for learning to which adults and children can refer to.

Learning Walls are most effective when:

- They clearly show the journey for learning with a clear end point
- The small steps in learning are clear and identifiable
- The point of learning is clear
- Key vocabulary and spellings are explicit
- The children in the class are able to explain and use the learning wall to support their learning



## Glossary

**Acknowledgement marking**- checking that the work has been completed and that there are no obvious mistakes that need correcting.

**Feedback**- two-way interaction

**Journey of Learning**- which predominantly focuses on developing children's metacognition and self-regulation skills.

**Journey for Learning**- this predominantly focuses on curriculum design and lesson planning where assessment underpins the journey to children take to the outcomes.

**Marking**- written feedback

**Learning Walls**- working displays in the classroom which show the learning; previous learning and future outcomes

## Feedback Policy: Identified and Potential Risk Plan

Risk	Impact	Likelihood	Measure to manage risk
Lack of clarity for users of the policy	High	Low	<ul style="list-style-type: none"><li>• Examples of effective practice have been included in the policy</li><li>• Policy structure has changed to be more specific towards individual subjects</li><li>• Glossary of terms included in policy</li></ul>
Workload is too high	High	Medium	<ul style="list-style-type: none"><li>• Focus on Feedback and not marking</li></ul>

			<ul style="list-style-type: none"> <li>• Initiatives investigated and trialled and explored first in different classes and then this has been feedback for the policy</li> <li>• Collated views of all staff- consultation time during staff meeting and in staff room for further consideration</li> <li>• Considered research from EEF and key educational researchers</li> </ul>
Children lack understanding due to inconsistency of visuals across the school	Medium	Low	<ul style="list-style-type: none"> <li>• Key Stage specific</li> <li>• Visuals consistent across the Key Stage</li> <li>• Whole school definition of learning</li> </ul>
Implementation of policy does not aid progress of children	Extreme	Low	<ul style="list-style-type: none"> <li>• Staff training has been given and will continue to do so</li> <li>• Consultation for policy development</li> <li>• Focus on learning through the school; learning culture embedded across</li> <li>• Implemented alongside DSAT Teaching and Learning Strategy but underpinned by Mowmacre Hill values, vision and voice</li> <li>• Form part of the Monitoring and Evaluation schedule to ensure effective implementation</li> </ul>
Too many confusing symbols and rules for children; working against the notion of cognitive load theory	Low	Medium	<ul style="list-style-type: none"> <li>• Slimmed this down to 2 key colours: green for positive and orange for developmental</li> <li>• Information needed by teacher for assessment purposes to be used on the enquiry line.</li> </ul>