Feedback for Learning Strategy

"Hear counsel, receive instruction, and accept correction, that you may be wise in the time to come." Proverbs 19:20

Context

Our 'feedback for learning' strategy is founded on research from the Education Endowment Foundation.

We have used their tools and guidance report, 'Teacher Feedback to Improve Learning' to begin a process to ensure that this practise is manifested in the day-to-day work of teachers and students.

The development of new feedback strategies requires effective professional development and this has been identified as our ongoing focus, linked to our learning model and virtues.

Development

Our strategy is developed using the report of the 'Independent Teacher Workload Review Group' and the recommendations that feedback and marking should be 'Meaningful, manageable and motivating.'

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_ data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Principles

Effective feedback needs to be focused on enhancing the learning of pupils following an agreed set of principles.

1. Good foundations enable effective feedback:
   High quality, initial instruction (see appendix 1)
   Good formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Dylan Wiliam 2018
Setting learning intentions
- this can be by discussion, modelling or other strategies and should lead to a shared understanding
Assessing learning gaps
- this could be through effective questioning, all student response systems or carefully designed tasks.

Teachers and students use our learning model (see appendix 2) to **FOCUS**, use appropriate **INTERVENTIONS**, **MEMORY ZONE** and **EXTENDED LEARNING**. Good lessons follow our learning cycle (see appendix 3)

2. Appropriately timed feedback that moves learning forward is decided by classroom teachers, recognising the crucial role that teacher judgement plays in delivering feedback at the appropriate moment. Feedback is to improve the learner, not just the work.
   Teachers consider:
   - if feedback is needed during, or after, the task;
   - whether it is verbal or written;
   - which individuals or groups of pupils benefit from more immediate feedback;
   - if whole class feedback is needed e.g. to address a common misconception;
   - whether the feedback needed focuses on the task, the process or on self-regulation strategies.

3. Teachers plan for how pupils will receive and use feedback. Teachers are aware that there are different factors that can influence a pupil's use of feedback. They use strategies to help prepare students for feedback e.g. explaining or modelling. They ensure pupils understand the feedback and check they act on the information given. Feedback should help students to do better in the future.

Appendix One

<u>General principles of effective teaching</u>

In delivering effective teaching, teachers:

• build on pupils' prior knowledge and experience;

• avoid overloading pupils' working memory by breaking down complex material into smaller steps;

• encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;

• deliver a carefully-sequenced curriculum that teaches essential concepts, knowledge, skills, and principles;

• use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;

• are aware of common misconceptions and prepare strategies to counter them;

• plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;

• adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all;

and

• provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

EEF, 'Teacher Feedback to Improve Pupil Learning' p13 June 2021

Appendix 2: Our Learning Model

"The most powerful tool we have to combat educational inequality is to support great teaching in every classroom."

Context

Our learning model is rooted in educational research from

- The Education Endowment Foundation (EEF Teaching and learning toolkit, EEF Pupil premium guide, EEF Guide to implementation),
- The Schools, Students and Teachers network (SSAT),
- Chartered College for teachers,
- Robust assessment for learning strategies,
- Research around metacognition and cognitive overload,

We have a clear focus on strengthening great teaching and learning in every classroom through a professional development model for staff, where they are supported through coaching and mentoring sessions.

Aims

Staff

- have high expectations and fully believe pupils can meet them
- encourage independent and resilient learners
- embed active listening and questioning into every lesson
- use whole class response systems to engage every pupil
- keep pupil premium students at the forefront of their minds
- receive regular, ongoing professional development through training and weekly teaching and learning briefings

Behaviour is improved and pupils actively demonstrate our school virtues.

Learning walks, staff and pupil voice evidence consistent application of our learning model across the school and collective teacher efficacy.

Overall pupil progress is improved and the 'gap' is closed between pupil premium students and all pupils.

Our learning model

Virtues lived out by our whole school community.

'FOCUS' used, by teachers, at the start and during lessons, to bring the class together.

High quality teaching and 'INTERACTIONS' used.

'Memory zone' is a silent, calm phase of the lesson, which promotes pupil independence and is good practice for exam conditions. During 'Memory zone' pupils work in silence, on their own and, for a written piece of work, this is completed either in blue pen or denoted by a circled 'MZ' on their work. Teachers can use this time to live mark pupils' work or, after circulating, offer targeted individual, small group or whole class feedback. Alternatively, after completion, the work may be self, peer or teacher assessed. 'Memory zone' promotes metacognition, giving pupils time to think about the processes used to plan, monitor and assess their understanding and performance. Additionally, it improves pupils' approach towards learning and promotes a sense of accomplishment for pupils.

'Extended learning' is additional learning completed outside of the classroom. It may be homework, pre-learning or over-learning, taking a variety of forms. 'Extended learning' deepens a pupil's understanding of a subject, develops independent learning practice and gives opportunities to consolidate skills. Homework set by a teacher may be to research, read or practice. Written pieces may be automatically, electronically, self, peer or teacher assessed.

MEMORY ZONE

Me

Muted

Making

Modelling

Memorising

MEMORY ZONE

EXTENDED LEARNING

Essential

Embed Learning

Employment Skills

Earning Potential
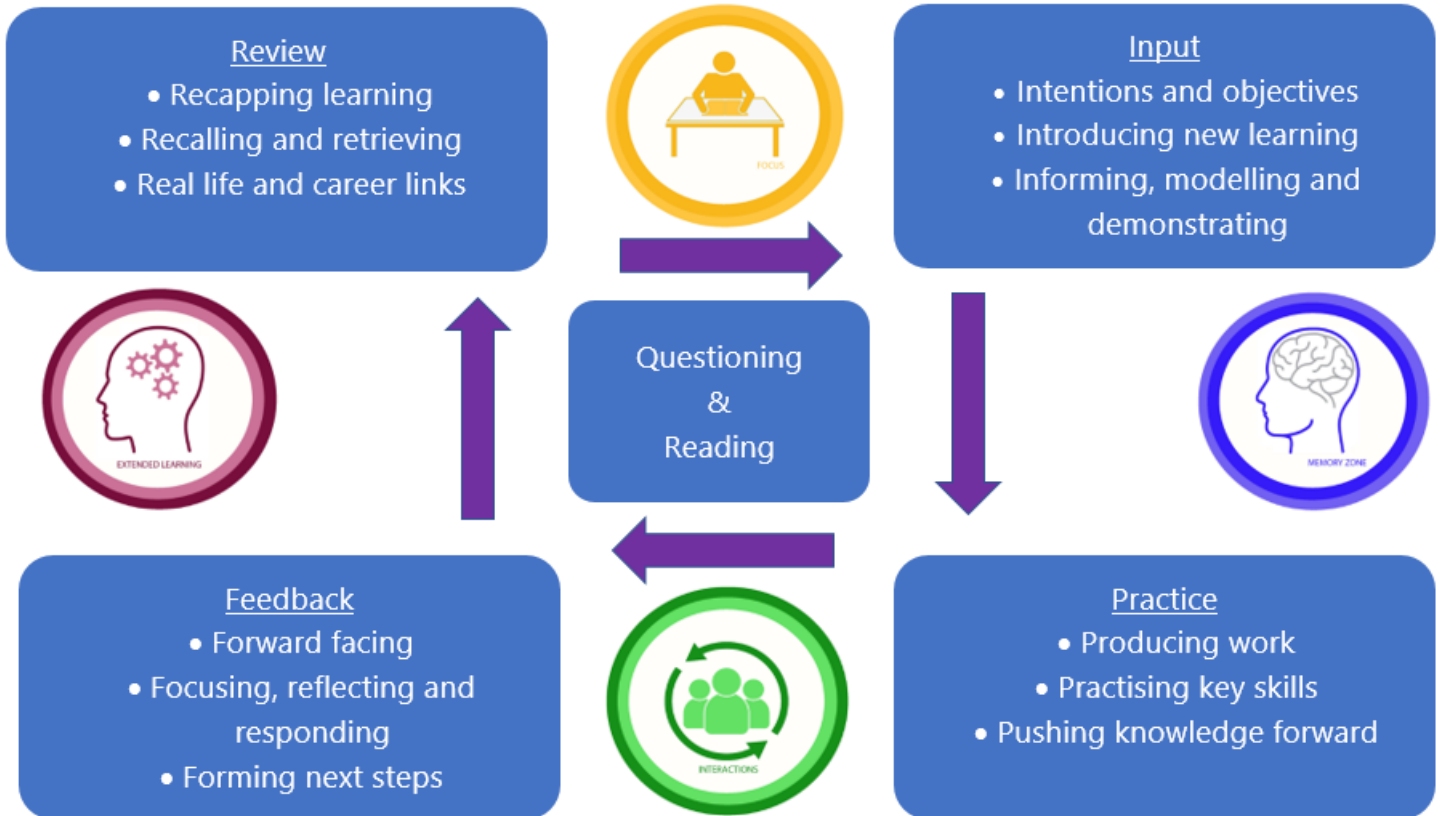
Enjoyment

EXTENDED LEARNING

Appendix Three

Our learning cycle

Lessons at Holy Family are designed with the following features to help you make excellent progress

A good start: Meet and greet, stand behind chairs, equipment, books and planner on desk, write and underline the date and title into your book

Review
- Recapping learning
- Recalling and retrieving
- Real life and career links

Input
- Intentions and objectives
- Introducing new learning
- Informing, modelling and demonstrating

Questioning & Reading

Feedback
- Forward facing
- Focusing, reflecting and responding
- Forming next steps

Practice
- Producing work
- Practising key skills
- Pushing knowledge forward

Examples in Subjects

English

Planned – types of tasks
- Cloze exercises e.g. Summary of Chapter 1   - Mind map e.g. First impressions of Mr Birling   - Identification of language techniques from given sentences   - Popcorn reading   - Quote explosion   - Model paragraphs   - Exam questions   - Analysis of character/theme displayed in extract   - Spoken Language presentation
Feedback during Lessons – in the classroom
- Show me boards   - Live marking   - Directed questioning- coming back to original student   3 x spellings   - Use of visualiser with exemplar responses, quote explosions and, at KS4, allowing students to critique GCSE Standardising Scripts
Specific Feedback – subject based
- Formative and Summative Feedback sheets. At KS3 this involves having a SPAG target, teacher-led area of strength and weakness, and a specific action for students to include in their green pen feedback   - At KS4 the area of strength is indicated by the use of the GCSE mark scheme for that specific question   - Feedback on general classwork and/or homework (including Memory Zone work) through use of department marking code as well as teacher comments (where applicable)
Next Steps – acting on feedback
- Students respond in green pen by looking at the action and writing an improved paragraph/several sentences in space provided on feedback sheets (At KS4 this is completed under their assessment)   - Teachers are completing whole class feedback sheets at regular intervals, based on the student books. This provides an overview of common misconceptions, which are then collated so HOD can have an overview of gaps in each year group

Maths

Planned - types of tasks
A) Formative assessments - Starter activities / Teacher questions / Low stakes quizzes / Hinge questions (with common misconceptions) used to determine if the pupils are ready to move on. Pupils explain their answers to allow the teacher to understand the pupils' thinking / learning. B) Practice questions / worksheets – may be completed in 'memory zone'. C) Summative assessments – mini-block assessments completed after each topic and larger, cumulative assessments completed after around every 5 blocks.

Feedback during Lessons – in the classroom
A) Pupils use whole class response systems for formative assessments (e.g. Show me boards - making their thinking / learning visible). This allows for - Lots of live, ongoing verbal feedback in lessons - Whole class deeper feedback - Misconceptions to be highlighted and used as learning opportunities (asking the pupils what advice they would give to someone who thinks *this*?) - The teacher to know which individuals or groups of pupils require further assistance B) For work completed in class (including during 'memory zone'), the teacher walks around and gives 'live feedback' to pupils. This may be to an individual or a small group, it may be verbally or by writing something in the pupil's book. It could be starring or circling a pupil's work, asking them to check it for themselves.

Specific Feedback – subject based
Laying good foundations: Learning journeys are given to the pupils at the start of the topic(s) to help with cognitive load. They allow pupils to see how their learning will build on previously learned knowledge and include 'real life' links and career areas. C) Assessments – Marked by the teacher with task / subject specific feedback given. Feedback is given where misconceptions arise, follow up questions are used to close the feedback loop.

Next Steps – acting on feedback
Pupils correct their work (in green pen) and write down a hint / tip / next step to remember / do next time. This may be acted on with a follow up question, (which may be individual or whole class) or acted on during the larger, cumulative assessments.

French

Planned - types of tasks
Written homework with written feedback for students to improve in green pen as "do now task" the following lesson Longer pieces of Memory Zone will also have written feedback Verbal feedback on common mistakes Do now task: verbal/green pen work End of half term assessments
Feedback during Lessons – in the classroom
Show me boards - Verbal feedback given Think pair share Whole class feedback Memory zone - blue pen, live marking - I star the mistakes for them to think about
Specific Feedback – subject based
I use number codes. Students have them in their books so they know where the error is without telling them the answer
Next Steps – acting on feedback
We have had discussions for them to explain to me what is feedback, what it looks like and why we do it We also talk about what is green pen work and why we do it Students do the green pen work which I check next time I mark their books It allows me to identify gaps to inform planning

Music

Planned - types of tasks
1) Whole class instruction – new content/knowledge 2) Everyday practical lessons where pupils are developing instrumental skills 3) Performance assessments
Feedback during Lessons – in the classroom
1) • 'Show me boards' - formative assessment to identify learning gaps • 'Cold-calling' – formative assessment with targeted questions at key pupils (PP and lower ability to check understanding) • 'Teaching Gadget' – interactive music website sometimes used for formative feedback – gauging understanding with specific activities 2) • Whole class verbal feedback to tackle misconceptions. Lesson stopped and verbal feedback OR modelling (of pupil work) used for immediate feedback to move learning forward. • 'Next Steps' whole class feedback as and when appropriate for focusing efforts on a particular element of the learning task • Peer feedback – verbal feedback on performances. Accuracy/timing/confidence/expression 3) • Filmed performance accompanied by teacher verbal feedback to performers and class as a whole
Specific Feedback – subject based
1) • Specific individual or small group support and verbal feedback where formative assessment ('Show me Boards', 'Cold-calling', 'Teaching Gadget' etc.) suggests learning gaps 2) • High quality individual/paired/small group verbal feedback (task dependent) tackling specific learning gaps or identifying specific learning opportunities. This is sometimes accompanied with a specific instruction for pupils to write the teacher 'Next Step' in books, though the volume, frequency, depth and practical/visual/aural nature of this feedback necessitates that most of it is unrecorded. • Teacher signs a pupil generated 'target' or 'lesson aim' (KS4 – mainly Y11 only). This provides independence for pupils, but also enables a short personalised dialogue/written/verbal feedback opportunity with the teacher. 3) • Filmed performance accompanied by teacher verbal feedback to performers and class as a whole
Next Steps – acting on feedback
1) Feedback improves pupil understanding of the content underpinning the practical activity 2) Feedback which is specific helps learners engage successfully with the learning activity, creating opportunities for further feedback and improvement 3) The pre-assessment rehearsal and final performance offer opportunities for pupils to use feedback and demonstrate how they have acted upon it.

Creative Technologies

Planned - types of tasks
- Practical Lessons/assessment   - Exam focussed revision sessions   - Theory lessons.   - Evaluation and analysis
Feedback during Lessons – in the classroom
- Verbal, instant, individual, group, whole class using professional judgement to see which response is needed   - Written/next steps/starred/underlined   - Feedback is amended, altered and differentiated to suit individual needs   **Formative feedback**   - Formative feedback throughout in the form of (peer assessment, self-assessment, verbal feedback and teacher feedback) *This is not applicable for coursework (JCQ guidelines)*   - Formative feedback throughout rotation in the form of (peer assessment, self-assessment, verbal feedback and teacher feedback)   - WWW/Next Step sheets- teacher/peer/self   - Exam Criteria/Unit Record Sheets   - Tasks is changed by task or outcome based on feedback
Specific Feedback – subject based
- Next step/www sheets.   - Own, peer and teacher.   - Exam board criteria/coursework   **Summative feedback**   - Summative feedback at the end of units where applicable (WWW/next step sheets)   - Summative feedback at the end of each KS3 rotation (WWW/next step sheets)   - Exam Criteria/Unit Record Sheets   **Formative feedback**   - Formative feedback throughout in the form of (peer assessment, self-assessment, verbal feedback and teacher feedback) *This is not applicable for coursework (JCQ guidelines)*   - Formative feedback throughout rotation in the form of (peer assessment, self-assessment, verbal feedback and teacher feedback)   - WWW/Next Step sheets   - Exam Criteria/Unit Record Sheets
Next Steps – acting on feedback
Examples include: - WWW/Next Step sheets   - Exam Criteria/Unit Record Sheets   - Students to read respond and act on feedback   - Students allowed sufficient time in which to do so.   - Green pen work   - Change task and/or outcome based on feedback, for individuals, group or class   - Feedback is amended, altered, differentiated to suit individual needs

Physical Education

Planned - types of tasks
Exam Qs – with peer marking – use of whiteboards. Warm-up – Why do we do a warm-up? Main task – Football, netball, dance, handball etc. Listing key points / actions.

Feedback during Lessons – in the classroom
Verbal – Actions and/or performance. This could be better if… Exam Qs – What was the best answered Q and Why. What question had the poorest response, why? What do you think of…Basketball type questioning, leading to better responses.

Specific Feedback – subject based
Descriptive – "Keep it up", "Well played", "Good shot" Prescriptive – "Make sure your knee is over the ball when you shoot". Extrinsic – Verbal responses to actions such as shots, passes or movements. Use of data – Performance analysis such as speed, goals scored, passes made fitness levels. Higher mark questions (Exam / coursework) – giving sporting examples and using theory to link to question.

Next Steps – acting on feedback
Often this is instant as you see a better action / technique Students asking how they can reach the next grade/level Does the work produced meet the grading criteria? Students accept responses given by students and/or teacher and improves/adjusts work accordingly.

Information Technology

Planned - types of tasks
Exam Qs (past papers) Quizizz – Provides instant responses Coursework Tasks – OCR Set Group task – Marking / creating resources

Feedback during Lessons – in the classroom
Exam Qs – What was the best answered Q and Why. What question had the poorest response, why? Coursework tasks – Verbal, WAGOLL, Modelling (within the boundaries), peer marking. Basketball type questioning, leading to better CW responses. What do the exam boards want to see? Show WAGOLLs and explain next steps. Moving around the classroom.

Specific Feedback – subject based
Feedback given on URS at regular points/milestones. How can the product be improved?   - What other products have you seen that are similar?   - Is your product unique?   Exam questions – Peer marking. Answers provided onscreen and allows for green pen work to take place. Purple pen on exam Qs once students have begun coursework / set tasks.

Next Steps – acting on feedback
Quizizz / Exam questions – Highlighting gaps in knowledge allows for longer green pen responses. Students asking how they can reach the next grade/level Does the work produced meet the grading criteria? Students accept responses given by students and/or teacher and improves/adjusts work accordingly.

Science

Planned - types of tasks
Summative assessment tasks – end of topic tests. Students do corrections (teacher led, peer marked or marked individually using mark schemes) Planning to feedback on common misconceptions likely to arise in lessons. Memory zone planned into lessons.

Feedback during Lessons – in the classroom
Verbal feedback given during the course of lessons. Live marking undertaken (particularly during memory zone activities). Stop whole class to address misconceptions which are widespread in lessons. Think/pair/share –peer review to allow students to feedback.

Specific Feedback – subject based
Progress review sheets Feedback re: "Working Scientifically" skills and associated tasks Mock exam and unit test QLAs. End of year assessments – all years.

Next Steps – acting on feedback
Progress review sheets have provision for next steps. Students plan them after each end of unit assessment. Plan/Do/Review as a result. Progress to be checked.

History

Planned - types of tasks
A) Formative assessments - Starter activities (retrieval) questions, recall tests. Think, pair, share. Peer or self-assessment, whiteboard work, homework tasks B) Practice questions / extended responses usually completed in 'memory zone' addressing key question of the lesson, or an exam type question C) Summative assessments – half termly assessments completed after each unit and end of year exams. D) Homework (online) – knowledge organisers, retrieval and comprehension KS3 and 4, research and revision opportunities, pre-learning opportunities at KS3, past exam questions at KS4

Feedback during Lessons – in the classroom
A) Pupils use whole class response systems for formative assessments targeted questioning, mini whiteboards, recall tests, drawing sources to unpick meaning and recall contextual knowledge. This allows for - ongoing verbal feedback in lessons - Misconceptions to be highlighted and addressed, recall tests for retrieval provide particularly good opportunities here. - As a result of homework and memory zone activities the teacher knows which individuals or groups of pupils require further assistance and can do this through one-to-one attention in a lesson, during memory zone, or through scaffolding and writing frames or starter sentences on the board. B) For work completed in class during 'memory zone', the teacher mostly gives written feedback to pupils or live feedback to individual or a class when addressing difficulties and misconceptions.

Specific Feedback – subject based
Knowledge organisers given to the pupils containing the key concepts, keywords and definitions with comprehension tasks. This ensures pupils know the learning journey they are about to take and the knowledge to be assessed at the end of the block. C) Assessments – Marked by the teacher with subject specific feedback given. D) Homework (online) – feedback is given.

Next Steps – acting on feedback
C) Assessments - Pupils correct their work (in green pen) and redo or rewrite an aspect of their answer, to improve it. Some students may require a new question to practise skills if already attaining high marks on a particular question D) Homework (online) – in the case of knowledge organisers may be comprehension or recall tests which pupils correct in green and are asked to mentally make a note of where they are weak. If the whole class seem weak on an area then follow up questions and recall is carried out. Recall tests are carried out at the back of their exercise books.

Religious Education

Planned – types of tasks
- Formative assessment – regular exam question practice   - Use of memory zone   "Nothing new – just review" starters   - Seating plans used effectively to support PP   - Targeted questioning   - Variety of exam style questions in lessons with reminders of mark scheme requirements for each type of question.   - Model answers and WAGOLLs

Feedback during Lessons – in the classroom
- High level questioning in class   - No opt out (lollipops)   - Show me boards   - Thumbs up thumbs down   - Planner RAG Cards   - Misconceptions addressed   - Targeted questions and deeper thinking probed   - Regular key word tests/ quizzes / bingo / Splat

Specific Feedback – subject based
- Baseline Assessment for Year 7 to assess prior knowledge   - Summative assessments   - Exam questions followed up with review of mark scheme and self-assessment prior to teacher marking   - Self-assessment and review sheets used following summative assessments at the end of each GCSE unit   - Whole class feedback given following assessments/exam questions   - Use of Seneca for GCSE classes to provide live monitoring and instant feedback   - Knowledge organisers used for GCSE topics available as both completed and/or "do it yourself" as revision tools

Next Steps – acting on feedback
- Green pen using mark schemes   - Feedback sheet completed by pupils following assessment grade and green pen work to highlight WWW and Next Steps   - Next steps identified by student with QA by teacher and recorded in planner half termly   - Analysis of online homework to identify common misconceptions and clarity/reteach/remind where necessary

Geography

Planned - types of tasks
A) Formative assessments - Starter activities (retrieval) questions, recall tests. Think, pair, share. Peer or self-assessment, whiteboard work, homework tasks.   B) Practice questions / extended responses usually completed in 'memory zone' addressing key question of the lesson, or an exam type question.   C) Summative assessments – half termly assessments completed after each unit and end of year exams. KS4 extended exam questions, mutual marking and feedback given.   D) Homework (online) – knowledge organisers, retrieval and comprehension KS3 and 4, research and revision opportunities, pre-learning opportunities at KS3, past exam questions at KS4.   E) Some homeworks in KS3 are termly to incorporate extended tasks or projects.
Feedback during Lessons – in the classroom
A) Pupils use whole class response systems for formative assessments targeted questioning, mini whiteboards, recall tests, drawing sources to unpick meaning and recall contextual knowledge.   This allows for   • ongoing verbal feedback in lessons.   • Misconceptions to be highlighted and addressed, recall tests for retrieval provide particularly good opportunities here.   • Class expected to review each other's work and explain what features they think are missed.   • As a result of homework and memory zone activities the teacher knows which individuals or groups of pupils require further assistance and can do this through one-to-one attention in a lesson, during memory zone, or through scaffolding and writing frames or starter sentences on the board.   B) For work completed in class during 'memory zone', the teacher mostly gives written feedback to pupils or live feedback to individual or a class when addressing difficulties and misconceptions.
Specific Feedback – subject based
Knowledge organisers given to the pupils containing the key concepts, keywords and definitions with comprehension tasks. This ensures pupils know the learning journey they are about to take and the knowledge to be assessed at the end of the block.   C) Assessments – Marked by the teacher with subject specific feedback given.   D) Homework (online) – feedback is given.
Next Steps – acting on feedback
C) Assessments - Pupils correct their work (in green pen) and redo or rewrite an aspect of their answer, to improve it. Some students may require a new question to practise skills if already attaining high marks on a particular question- re-completing of assessment if required especially at KS4.   D) Homework (online) – in the case of knowledge organisers may be comprehension or recall tests which pupils correct in green and are asked to mentally make a note of where they are weak, if the whole class seem weak on an area then follow up questions and recall is carried out. Recall tests are carried out at the back of their exercise books.