

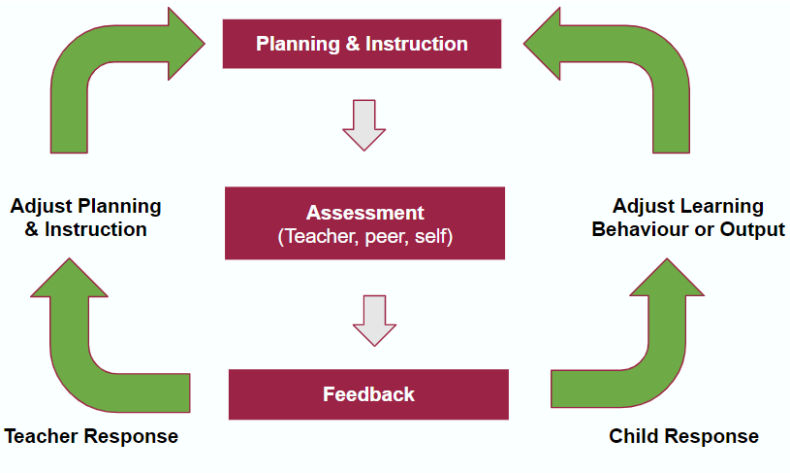
Southville Primary School

Feedback Guidance



Introduction

The purpose of this document is to make it clear how teachers provide feedback at the school. How staff plan, assess and 'mark' are also considered as they form an integral part of this process.



Feedback



Figure 1. Examples of different forms of feedback.

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (EEF).

Content	The content of feedback may focus on the particular task that a pupil has undertaken, the underlying processes related to a specific subject or a pupil's self-regulation.
People	Feedback may be directed towards different people: to the whole class, to specific groups or just to individuals.
Direction	Teacher to learners: the teacher gives guidance to learners about their current achievement and the next steps they need to take. Learners to teacher: the teacher receives feedback from learners about their learning. Learner to learner: peer assessment and feedback.
Methods	Feedback may be delivered via different methods: Verbally—this could be a detailed conversation or quick comment; or written—this may be written comments, written marks, scores, or a combination.
Times	Feedback may be delivered at different times: during a lesson; immediately after a lesson; later that day lesson; the following lesson (s)
Response	Children may respond to feedback in a variety of ways. This may be orally, by answering questions or as part of a discussion, by writing a comment or correcting answers or simply by acting on the feedback in subsequent work.

Providing feedback is well-evidenced and has a high impact on learning outcomes through supporting children to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing childrens' motivation to improve.

Written Feedback

Written feedback—whether that is written comments, marks, scores, or a combination of these—has traditionally been at the heart of school feedback practices and has been viewed more broadly as a fundamental aspect of teaching. In many cases, written 'marking' has often been conflated with 'feedback' and may indeed have unhelpfully supplanted other forms of feedback. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback had too often become confused with the quality.

There is no reliable evidence to support the effectiveness of written marking (EEF report– A marked improvement). Indeed, the impact of written feedback was found to be typically a little lower than the overall impact of all forms of feedback. This is despite written marking taking a greater amount of teacher time. It has been recognised in research and surveys that written feedback can be time intensive for teachers and can have a negative impact on teacher wellbeing.

Written marking, therefore, comes with significant 'opportunity costs': it takes away time that could be spent planning lessons; investigating research; creating resources; having conversations about learning; or improving subject knowledge.

Our Key Principles

As a school, we feel it is important to alter our viewpoint from one that values 'written marking' to one that values feedback in all forms. We do not want staff to provide written feedback to children after the lesson, be it lengthy comments or complex deep marking. Instead, we wish to deploy a broader repertoire of approaches which align with the principles of effective feedback. It should be clear in a child's book and through talking to children that staff have used a number of other feedback, marking and assessment techniques to move a child's learning forward.

'Meaningful'

- Evidence of feedback is not driven by the need to provide additional evidence for internal or external verification.
- The focus of feedback should be to further children's learning.
- 'Assessment for Learning' is at the heart of our approach. Staff use a range of techniques to find out how children and groups of children are learning in order to decide how best to respond.
- We recognise that children can often find it difficult to understand exactly what the teacher means or is asking them to do in their written marking, particularly for younger children. Feeding back 'in the moment', mostly verbally, increases the chance of children being clear about exactly what the feedback means and what they need to do next.
- Written marking should not be used to teach concepts or strategies: verbal feedback, individual or small group conferencing or re-teaching is required.
- Children are given a red pen to demonstrate that individual, group or class feedback has been given. This is an efficient way of demonstrating the impact of feedback.

'Manageable'

- Providing extensive written feedback comes at an 'opportunity cost' and therefore we do not expect this to happen after the lesson.
- The 'next step' is usually the next lesson. Therefore, it is important to maximise the time staff have to plan lessons in response to the children' s work.
- Feedback should be given to pupils as close as possible to the point at which the work was done. Wherever possible, children should receive 'live' verbal feedback during the lesson itself.
- Feedback should be specific and precise, focusing on the area of greatest need; too much feedback can overload or overwhelm children.
- Not marking books does not equate to not looking at books. Teachers are still expected to look through books each day (either within or after a lesson) to inform next steps in teaching and to consider how to move learning forward.

'Motivating'

- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the 'hard thinking' work for the child.
- Children should see how feedback links to the teaching and learning steps they have been taught during the lesson. This encourages children to concentrate, 'think hard' and actively participate in the process.
- It should be clear children have been given an opportunity to demonstrate their new or consolidated understanding following feedback, before moving on.
- It is important to celebrate when children have edited, improved or corrected their work as a result of feedback. It shows that feedback is worthwhile and has had an impact. It also helps create a culture where 'mistakes' or areas of improvement are not seen as a source of embarrassment or shame. It is worth teachers slowing down and elongating the learning process or sequence to ensure this happens.

Our Approach: Feed-up, Feedback and Feed-Forward

Key Question 1: Laying the foundations - What could I do as part of the planning process?
Feed-up: Before feedback can be given, children need to know the learning intention(s). Feed-up clarifies for the children 'Where am I going? What are the goals?' This information sets the context for feedback.
EEF recommendation: Teachers should lay the foundations for effective feedback with high-quality initial teaching that includes carefully planned formative assessment.

Key Question 2: What could I do during the lesson?
Feedback: Feedback itself focuses on monitoring and assessing learning progression in relation to the learning intention or task. It is about 'How am I doing? What progress is being made towards the goals?' Feedback may include aspects of feed-forward too.
EEF recommendation: Teachers should plan for how children will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Key Question 3: What could I do after the lesson / the next lesson / future lessons to move learning forward?
Feed-forward: This relates to the next steps required for improvement on a specific task or learning intention. It is about 'Where to next? What activities need to be undertaken to make better progress?'
EEF recommendation: Teachers should deliver appropriately timed feedback which focuses on moving learning forward.

Key Question 1: Laying the foundations - What could I do as part of the planning process?

- **Create a culture where feedback is valued -** Spend time developing classroom cultures and pupils' abilities to assess their own and others' work honestly, openly, accurately and kindly. Developing "Growth Mindsets" is essential: getting things wrong is fine and helps us to learn - it is an essential and valuable part of the learning process.
- **Plan high quality instruction based on Rosenshine's 'Principles of Instruction'** - ensure children have a strong enough understanding of the knowledge, skills, and concepts to begin with, before they are offered feedback.
- **Plan opportunities for discussion, review and feedback at each part of the teaching process -** Present material in small steps with opportunities for practice after each step. This ensures children are not overloaded. Provide focussed feedback after each step. Provide time and opportunities for children to act upon this feedback. Ensure children demonstrate secure understanding before moving on: 'go slow to go fast'.
- **Plan a teaching sequence for developing independence-** Explain -> Model -> Scaffold -> Practice.
  Consider using the 'I-we-you' teaching sequence, which builds up the children's confidence and sets them up for success. 'I' = teacher models the process explicitly. 'We' = children assist at key moments and complete the task together with the teacher. Children then complete similar tasks with less and less assistance and complete more and more of the task themselves, increasing their fluency. 'You' = children have multiple opportunities to complete examples on their own. Discussion, review, marking and feedback are planned for at each part or 'chunk' of the process to ensure that errors are not being rehearsed and learned, and to improve fluency and confidence.
- **Plan time for mini-plenaries within the lesson structure -** identify key 'learning moments', 'difficult points' and 'possible misconceptions' at each point of the learning journey. Plan the explanations, models and images you are going to use in feedback in advance in order to demonstrate the underlying concept or idea.
- **Plan to use models in your delivery**- It is important children are given concrete examples of what 'successful' looks like: this could be linked to a piece of work, a question or a speaking and listening exercise. In doing so, children are clear about their end goal and the constituent or component parts, which feedback can focus on.
- **Plan to have models ready to support feedback** (including examples of possible misconceptions)- this may include a slide on the IWB; a pre-prepared explanation; an example on a mini-white board; a poster (e.g. 5 Star Sentences); a table top resource or a flip chart on the working wall with steps to success. When possible, try to refer children to the model before directly intervening. This will encourage children to take ownership and accountability for their learning.
- **Model the metacognitive strategies you want children to use themselves -** Train students to self-monitor and be metacognitive about their learning so you do not have to directly intervene and feedback as often. Plan time to "Think Aloud" and model "feeding back to yourself" so children understand it is an important part of learning, even as adults.
- **Use clear, precise and age-appropriate learning objectives / WALT** - This ensures your feedback is focused on subject specific skills and knowledge. Research indicates that low attaining pupils often benefit from explicit, focused feedback.
- **Use Success Criteria or Steps to Success** - when appropriate, break down the steps to meet the Learning Objective / WALT. This allows you to assess and evaluate against specific learning gaps, which feedback and adaptation to the next lesson will aim to fill. Ticking off or highlighting success criteria is a time efficient way of providing specific feedback.
  Tip: For extended writing, use the must, could, should success criteria. For written methods in Maths, consider using numbered steps to success so children can work systematically.
- **Plan assessment opportunities across a unit of work** - quick to mark retrieval tasks and low stakes quizzes are a good way of seeing how much children have retained and enables staff to directly feedback and adapt the learning.

Tip: Independent practice should begin with pupils tackling similar tasks to those demonstrated by the teacher, and progress to pupils using their knowledge to complete varying tasks. Provide clear feedback and corrections as pupils complete practice.

- **Plan 'Challenge', 'Extension' or 'Deepen the Moment' tasks ready in advance-** if a child has **demonstrated** sufficient understanding, the focus of feedback or 'next steps' should be to deepen their understanding and knowledge, rather than being accelerated onto new content.
    - **Maths:** focus on reasoning, problem solving and verbal explanations. Challenge tasks should vary slightly to those set, either conceptually or procedurally (variation theory). Consider the level of difficulty based on whether you wish the child(ren) to complete this task independently or whether it will require input / support.
    - **Writing:** 'Deepen the moment' prompts need to be carefully planned / considered in advance.
- **Ensure children understand feedback expectations and marking codes -** model the process to the children regularly so that they are clear what the different coloured markings on their books means and what is expected of them when they respond or edit their work. This also includes verbal feedback. Setting up routines and expectations that are regularly followed improves the effectiveness and efficiency of feedback.

Key Question 2: What could I do in the lesson?

- **Provide formative assessment opportunities every lesson (AFL) -** ensure you get as much information as possible, including specific gaps in learning, to use to help deliver specific, meaningful feedback. Use strategies to avoid a low-ratio situation (a low proportion of students doing most of the cognitive work).
  - **Effective questioning:** more effective teachers ask more questions to more people, in a more probing style, including process questions (how did children come to that answer?). The aim is to assess pupil understanding and interpret their responses to questions to determine what feedback to provide and consider how to adapt and respond.

    Tip: 'no hands up' ('cold calling'); target specific children (not just the 'confident children'); provide sufficient 'wait time' for pupils to respond; be specific: "Michael, what have you understood?" rather than "have you all understood, is everyone ok with that?";

    Tip: Consider how to prompt children after they have responded to questioning: e.g. 'can you... tell me more/ give me an example/explain…' (limited response); 'what makes you think that?'(provide evidence); 'why do you think that?' (understanding why); 'why is that important?' (encourage inference); repeat the original question (has not answered original question); split up the questions into parts (child is cognitively overloaded); 'I'll come back to you' (give the child thinking time / the opportunity to 'magpie' an idea from another child)
  - **TTYP (Talk To Your Partner / 'Think, Pair, Share')** - get everyone talking and activating their brain. Do not accept children sitting passively or not joining in. Ensure every child has a talk partner. Keep talk time short and focussed Consider using STEM sentences to improve the quality of response.

    Tip: Consider asking the less confident child in the pair to share the answer, to get a more balanced understanding of the level of understanding within the class (not just the 'confident children'). The partner can help if required or you can 'circle back' after asking other children, when they can 'magpie' an idea.
  - **Use mini-whiteboards**: all pupils write their answers on whiteboards and show them at the same time. Teachers can see at a glance who has the knowledge and who needs further support / feedback.
  - **All student response systems:** True or false; Thumbs up or down; Multiple choice questions where each incorrect answer demonstrates a pupil error in understanding. **Tip:** Make checking accurate and easy.
  - **Low stakes quizzes / retrieval activities:** linked to above. Ideally, answers will be very quick to assess but will give the teacher information about where to go next and what feedback to offer.
  - **Carefully designed tasks:** Will the task / outcome reveal what the pupil is thinking, or has learnt, and can I use this to give feedback? Have I planned an assessment opportunity to reveal understanding?
- **Provide genuine and specific praise -** Feedback should be motivational yet related directly and specifically to the learning. For example, instead of using what Black describes as a "bland and unhelpful comment" (2003) such as "Well done!", we should say, "Well done! You are beginning to use capital letters correctly." If used, written praise should be genuine, sparing and related to 'personal bests', encouraging a growth mind-set. **Tip:** Stamps are a time saving way of showing children you value their effort (e.g. 'well done, you have tried really hard on this piece of work'). However, overuse can lead to complacency.
- **Refer directly to the Success Criteria:** Feedback that offers only general and vague remarks is less likely to be effective (EEF). It should be clear to the child which aspect of the learning they have achieved or been successful in and which aspect they could do better in. Linking verbal feedback directly to SC is effective. When 'pen in hand' marking, a teacher may tick or highlight a particular aspect of the success criteria the child has done well in or needs to improve and then highlight the section of the child's work that it refers to in the relevant colour (see appendix).

  Remember: Highlighting multiple areas of the success criteria may confuse children as it may make it difficult to know which aspect of the learning they have done well in. It may also overload them.

  Remember: Do not include a 'child', 'peer' or 'teacher' tick box in the Success Criteria unless it is going to be filled in / completed. It is better not to have a box than to have one and leave it empty.

- **Live, 'in the moment', group or whole class verbal feedback:** teachers should spend time OWLing (observe, wait and listen) in order to assess children's understanding. This might include looking at whiteboard work, asking questions, circulating the class during independent work or 'marking' quizzes or questions. The aim is to find "teachable moments" and "sniff out common misconceptions". When this happens, teachers should stop the learning in order to provide specific feedback so that children do not continue to make the same mistake or can benefit from additional clarification, re-modelling or support. This feedback may also include: redirecting the teaching sequence; refocusing the children on the learning and task; drawing attention to the main teaching point; sharing questions about difficult aspects of the learning or 'good mistakes'; celebrating and building on successes; further extending collective thinking, and to test possibilities for next steps.
- This can also be done with a focus group (e.g. after the input, 'stay on the carpet' or 'come to my focus table'). Importantly, this should be as close as possible to the 'teachable moment' to have immediate impact. Far better to catch misconceptions early and address them within the lesson rather than find out when looking at books at the end of the day.
- **Live, 'in the moment', individual feedback:** Teachers are encouraged to roam the class **'with a pen in hand'**. They point out strong elements, recommend an improvement or highlight an error. This may include written marking and highlighting using SC. Children have a chance to ask questions if they do not understand the feedback they are given. This allows them to improve their work immediately.
  Tip: This is most effective when teachers have identified, planned and prepared for the 'difficult points' or misconceptions in advance: they may have a slide ready on the IWB, or have prepared an explanation, or have support ready on a mini-white board or flipchart to show a child / group of children.
- **Live, 'in the moment', marking:** staff should have answer sheets, model answers or possible misconceptions ready so they can provide specific, focused feedback quickly and effectively - directing them to scaffolds or improvement prompts if required. If a member of staff identifies a "slip", they can put squares, spaces or arrows to show where new answers may need to go during the lesson. Children should not move on before they have demonstrated secure understanding.
  Tip: Ensure you have physical planned routes around the classroom to allow you to monitor effectively.
  Tip: Re-teach if enough children have not met the threshold for secure understanding
- **Feedback part way through the task or lesson ('mini-plenary' or 'learning stops'):** This is more planned than 'in the moment' feedback. It is an opportunity for children to review their work against clear learning objectives and success criteria, track their progress and make any changes along the way, rather than at the end of the lesson when there is no time to edit mistakes and make improvements. It avoids them having to go back and redo their finished piece of work. 'Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning'.
  Tip: All extended writing lessons should include a '5 Star Edit' learning stop. This will cut down on the number of literacy corrections and will result in better content being handed in. This means more time feeding back on other areas of learning. Children are given a red pen to demonstrate their editing and to show that verbal individual, group or class feedback has been given.
- **Feedback at the end of the task or lesson ('plenary'):** This provides an opportunity for evaluation at an endpoint (e.g. self- or peer-assessment against agreed criteria). One aim is to gather information to help identify which changes need to be made to the next lesson.
- **Self or Peer Marking:** When appropriate, for example with closed tasks, exercises where the answer is either right or wrong or maths tasks, children can mark their work as it allows them to identify their mistakes. It is also time efficient. In Maths, **'marking stations'** may be used. Teachers should check that children do not 'move on' if they have not met the threshold for a good understanding. This threshold should be made clear. Feedback should take place to help children improve their output.
  Tip: If this is part of a retrieval task, the teacher might pick the question most children got wrong to focus on when feeding back. This will avoid cognitive overload and will keep the lesson moving.
- **Self or peer assessment (against explicit Success Criteria):** This can be led by the teacher with the whole class using the IWB, visualiser or by reading out an answer or piece of work. Sharing and exemplifying success criteria reinforces what excellence does and does not look like. Using success criteria also allows this process to be carried out without the assistance of the teacher and encourages independence.
- **Self or peer assessment (more general):** Encourage learners to talk about what they have learned and what they found challenging in relation to the learning objective as well as the activities undertaken. Give

learners opportunities to work collaboratively and discuss their work, focusing on how they can improve. Ask learners questions that encourage them to explain their thinking, e.g. "Can you tell the rest of us how you got to that answer?" Make sure it becomes commonplace for learners to reflect on what they have learned. Identify with learners the next steps in learning.

Tip: The children are not the experts when it comes to assessment. This is why the process must be crystal clear and explicitly modelled. This process must be constantly reinforced so children are clear what the success criteria are and what constitutes "success" against the success criteria.

Tip: Embed routines such as 'two stars and a wish' to ensure time is used efficiently.

- **Focus on metacognitive and self-regulatory approaches when feeding back: "**Improve the learner, not the work". The idea is that, after feedback, students will be able to 'do better' at some point in the future on tasks they have not yet attempted.
- **Complete an assessment and feedback grid during lesson** (and / or when looking through books after the lesson): be proactive while pupils work and circulate, check and react, making the most of your time in lessons. You could add to it when looking through carefully chosen books outside of the lesson. Teachers could adapt the headers but examples might include:

Example 1:

Whole class successes / praise Include specific examples	**Whole class areas of improvement** Include specific examples or objectives to use as teaching points / to inform future planning / to inform the content of 'Do Now' or 'Starter' tasks
Individual praise - be specific Could be shared with whole class	**Group concerns** See above. These child may form a focus group during future lessons
General concerns / areas of improvement To note in feedback & to focus on in future planning (e.g. presentation / SPAG/ a specific '5 Star' objective)	**Individual areas of improvement** See above. This child may need a 1:1 conference / to work with a member of staff outside the lesson at a separate time

Example 2 (with some ideas of what *might* go under each heading)

Lesson: Maths	Date: Class:
Work to praise & share Names of children & reason for sharing their work. • Share useful methods, challenging questions, finding another way to solve, well presented work. • Children who have responded to teacher marking, corrected a mistake • Creating their own examples of learning • Good drawing and representations	**Need further support** Names of children and specific issue- to be addressed during next lesson or intervention? • Log any children who may need further support with either: the lesson concept, correcting some incorrect questions, the challenge. • Name children who didn't display a confident understand during lesson starter or group work. • Children who would benefit from intervention. These children can be worked with as a group or individually. • Same day interventions are a useful way to address this.
Presentation Sweat the small stuff. Make notes of both positive and negative presentation issues. • Good examples of presentation here could then also be logged in the 'work to praise and share section'. • Handwriting, use of ruler, colouring within the lines, underlining the date, letter formation. • Good examples of peer marking comments • Examples of mathematical representations • How a calculation has been presented and solved	**Common errors** List of errors- these should be outlined and then self-corrected during improvement time or same day intervention. • "If your work has these errors, fix it now." Green pen editing. • Perhaps there is one question that many children struggled with- this could be the starter for the next lesson or re visited in the afternoon. • Pick up on common number misconceptions or calculation errors
Misconceptions and next lesson notes Issues and names of individuals as needed. These should be addressed during feedback and be included in the *Do now* tasks to allow repeated practice. • Make notes on how the next lesson may need to adapted • Decide if any areas of learning need to be revisited • Note names of children who may need more practice in a small group intervention • Next steps for children who need a further challenge	

Demonstrating Impact: When appropriate, children use a red pen after individual, group or class feedback has been given during the lesson.

Key Question 3: What could I do after the lesson / the next lesson / future lessons to move learning forward?

There is no expectation for teachers to provide written comments in books after the lesson. However, it should be clear in a child's book that a teacher is regularly assessing their level of understanding and adapting their practice accordingly.

- **Look through books:** During and after every lesson, teachers should assess children's levels of understanding and fluency, deciding on their readiness to progress to the next stage of their learning. At the end or after the lesson, teachers may go through children's books and sort them into three groups:
    1. Struggled and need more support
    2. Understood but could do with some consolidation work
    3. Ready to move on

  The next lesson should be adapted accordingly, including the feedback and levels of support provided.
  Tip: Ask children to put their books into one of these piles on the way out of class.
  Remember: the children are not experts - you also need to check the books yourself! **Tip**: You do not need to check every book, every lesson. Be selective based on AFL and try to pick a cross-section of the class.
- **The next lesson is the next step:** within a mastery curriculum, the next lesson is the next step. Teachers should use daily assessment, including looking in books, to adapt the design and content of the next lesson, considering: the key discussion points (including misconceptions), the best ways to model effective, efficient strategies, and the activities and tasks chosen to either move children forward in their learning or re-visit and consolidate key concepts.
  Tip: understand the distinction between 'editing' (making changes to ensure the text is accurate and coherent) and 'revising' (making changes to the content of the writing in light of feedback and self-evaluation). If focusing on revising work, make it clear to children how to do this, e.g. do they need to add, remove or refine? ***Add***: Add to improve e.g. adding more evidence, facts, or compelling style features. ***Remove***: Remove any unnecessary language, or sloppy sentences. ***Refine***: Refine their sentences, such as: adding in adjectives for effect, or reorganising a paragraph to make a clearer point.
- **Identifying errors - slips or misconceptions:** When teachers look at children's books, they are expected to distinguish between errors that reflect a 'misunderstanding', and mistakes that are simple **'slips'**. Children can self-correct 'slips' provided they are given adequate time. Alternatively, following feedback during the next lesson, staff can set a consolidation task which provides practice for a child to demonstrate their understanding is now secure, before then moving on. **Conceptual misunderstandings** need to be addressed individually, in small groups or during whole class discussion (when a misconception is evident in a large number of books) as close as possible to the teaching moment. This requires further teacher input.
- **Consider if you need to re-teach**: If a child or group of children do not understand a concept it should be re-taught with consideration to the explanations, images, resources, models or narratives chosen to demonstrate the underlying concept, idea or learning point. Teachers may need to provide extra guidance, modelling and scaffolded support in the next lesson. This may lead to amendments to groupings, levels of support, tasks or teaching sequences. Children should not move on until the learning is secure, even at the expense of slowing down the learning process or sequence, as they will not have the building blocks to link old knowledge to new knowledge (schema building).
- **'Consolidation' tasks:** Teachers need to decide whether additional feedback or consolidation activities are needed for children or groups of children before moving on. Teachers need to be clear about the small steps / building blocks that are required for each unit of work .
  Tip: Consolidation work could be completed with a focus group after the input to the rest of the class ('stay on the carpet' or 'come to my focus table'). 'Do now' tasks can be differentiated if necessary (this is most effective in maths).

- **'Challenge', 'Extension', 'Now Try', 'Deepen the Moment' tasks:** if a child has demonstrated sufficient understanding, the focus should be to deepen their understanding and knowledge, rather than being accelerated onto new content.
  Tip: Do not spend time writing individual challenges in a child's book after the lesson. Instead, include the question (s) as part of a 'Do Now' task on the IWB at the start of the next lesson. 'Do Now' tasks can be differentiated so only some children complete the 'Challenge' (e.g., 'You 6 children work on Column A questions, you 15 children work on Column B, you 6 work on Column C').
- **Review key prerequisite knowledge at the start of the lesson:** This reactivates recently acquired knowledge, reducing cognitive load when adding new knowledge. Cognitive load theory tells us that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. We cannot assume that just because content has been taught that it has been learnt. Planning "retrieval" tasks at the start of the lesson will hopefully prevent staff from having to provide feedback and support later in the lesson when trying to introduce new content.
- **Highlighting or ticking off against the Success Criteria (see appendix):** Feedback that offers only general and vague remarks is less likely to be effective (EEF). It should be clear to the child which aspect of the learning they have been successful in and which aspect they could do better in. After an extended piece of writing, a teacher may tick or highlight a particular aspect of the success criteria the child has done well in or needs to improve. They may then wish to highlight the section of the child's work that it refers to (in the same colour)
  Remember: Highlighting or ticking more than one area of the success criteria may confuse children as it could make it difficult to know which specific aspect of the learning they have done well in.
  Remember: Carefully consider when you want children to self or peer assess and when you just want it to be a teacher assessment. Do not put a box for each in the Success Criteria unless they are going to be filled. It is better not to have a box than to have an empty one.

- **Written Marking:** STOP! First, consider the opportunity cost: could you use a more time efficient method of feedback/marking? Would the time be better spent adapting the next lesson for individuals, groups or the class? Written comments *can* be effective. They may offer an invaluable opportunity to provide task, subject, and self-regulation feedback. If a teacher is taking the time to provide a written comment, they should ensure that pupils are then given ample opportunity to use and act on the feedback.

  Consider the following: Is my comment relevant? Does it extend learning? Can the child understand it? Do they have the knowledge and skills to act upon it? How are they going to show me that they have understood and taken on board my feedback? Are you going to give them time? When?
  Remember: written marking in books after the lesson should not be used to teach concepts or strategies.
  Remember: if used, written praise should be genuine, sparing and related to 'personal bests', encouraging a growth mind-set.

Demonstrating Impact: When appropriate, children use a red pen after individual, group or class feedback has been given at the start of the next lesson.

Impact

How do we know that feedback is having a positive impact on children's learning?
● Teachers are able to talk with confidence about pupils' work and how they have used feedback to help children to improve. ● Children can tell you what the member of staff has fed back to them and how it has helped them improve (age-appropriate) ● Children can talk about their learning with confidence: about their mistakes and how they have fixed them or stopped making them based on feedback. ● Children can talk about, and some may be able to demonstrate how, they have extended, deepened, or refined their learning because of feedback.
In children's books:
● Children have used a red pen when individual, group or class feedback has been given, which shows how it has impacted their learning. This may involve editing, amending or improving a piece of work.
No written feedback is required after a lesson, but it should be clear from discussions with staff, in planning and evidence in books:
● That a broad repertoire of feedback and assessment approaches have been used within the lesson. ● That the next lesson addresses specific areas of focus based on assessment for learning. ● That children have an opportunity to demonstrate their understanding following feedback. ● That children are not getting the same things consistently wrong (if they are, it suggests feedback is not effective, is not focused on the correct objects or is not happening). ● That there is improvement in specific areas of focus chosen by the teacher when feeding back. E.g, accuracy of punctuation has improved as a result of a daily '5 star edit'. ● That children are responding to feedback with a red pen.