



## **Hillside First School's Approach to Feedback and Presentation**

### **Why are we doing this?**

- We want to take an evidence based approach that is not onerous for teachers while being effective for pupils
- Book looks have shown that:
  - opportunities to impact learning are being missed
  - errors are being repeated
  - some pupils are visibly close to but not quite achieving objectives (a small nudge away)
- Writing, and particularly spelling, standards are a focus

### **The Evidence**

*"The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than an emotional reaction." Dylan Wiliam, 2018*

At Hillside First School, we strongly believe in an evidence-based approach to our teaching and take pride in our passion to keep up-to-date with current educational thinking and research, as well as the latest sector guidance. Key texts include: *Rosenshine's Principles of Instruction*; *Walkthrus*; and the Education Endowment Fund's latest guidance report on *Teacher Feedback to Improve Pupil Learning*.

We understand that feedback should always focus on moving learning forwards and is most effective when it is:

- Motivating
- Specifically targeted to the learning
- Timely, to ensure any misconceptions are addressed close to the point of error and are not repeated over time

### **Feedback principles**

<b>Purpose of feedback</b> <ul style="list-style-type: none"><li>• To give all pupils guidance on how to improve future learning</li><li>• To inform all pupils of their progress or achievement</li><li>• To correct any errors and resolve misconceptions</li><li>• To support all pupils in reflecting on their learning</li><li>• To provide information for assessment and moderation</li><li>• To inform planning</li></ul>	<b>Feedback must be:</b> <ul style="list-style-type: none"><li>• Accurate and actionable</li><li>• Succinct and accessible to all</li><li>• Timely and specific</li><li>• Acted upon by pupils during lesson time wherever possible</li></ul>
<b>Feedback must not be:</b> <ul style="list-style-type: none"><li>• Excessive</li><li>• Intrusive</li></ul>	<b>Feedback should be a balance of:</b> <ul style="list-style-type: none"><li>• Immediate, summarising or reviewing</li><li>• Whole class, group, peer to peer and individualised</li></ul>
Feedback expectations are the same in all curriculum areas.	



## Our Strategy: **Tick or Fix**

If a lesson has a very clear learning intention, pupils should be able to receive feedback verbally (individually, in groups, or as a class) that tells them whether they have successfully met that objective: **Tick**; or they need to change/edit something: **Fix**

In this simple system, '**Fixing**' something should be celebrated just as positively as '**ticking**' something.

To be most effective, feedback should happen during the session the objective was taught, but in some cases it may have to be the following session. It may include self or peer assessment; and should largely mean that no more than a quick and targeted scan over the books is needed by a member of staff to check the checking (most of the time).

We use a range of strategies including whole class feedback, self and peer assessment techniques. Written teacher comments are not expected, but teachers are expected to have looked at the books with a view to directing next steps. This may come in the form of an annotation or symbol in the book or through whole class feedback. What feedback the child has received should be evident in what they have done, but staff can make a note of the feedback given if they feel it is necessary - or perhaps it did not have the intended impact and the child remains unclear.

## Our Expectations

- Pupils receive feedback on all of their work linked to learning objectives
- Whole class feedback, self and peer assessment techniques are utilised for effectiveness and efficiency.
- For clarity and consistency, **pink is used for ticking** and **purple is used for fixing** once feedback has been given (pupils and staff).
- All Read Infer Choice (RIC) activities are at least self assessed with an expectation that time for 'fixing' is given and utilised on most occasions.
- All Maths questions are 'marked' either by the pupils or staff.
- Children will mark / self-assess using **pink** and **purple** pencils. Staff will use **pink** and **purple** pens.
- Fixing in Maths is not about writing down the correct answer. In the case of multiple corrections needing to be made, the quality of this learning opportunity should be the focus - if it is all time allows, it would be fine and possibly even appropriate to see just one question properly reworked.
- Children will do any reworkings in maths in pencil next to or near the purple feedback.
- Taught spelling rules or rules specifically linked to the learning of the session are fed back on and fixed where appropriate.
- For any persistent low-level spelling or grammatical errors, 'live' (in the moment) marking is used to address these misconceptions and avoid their repetition
- All feedback on extended writing is focused on the elements of the learning journey, and spelling. For spelling corrections, children will write these out three times.

We will use the following codes:

**A** for assisted work. Either individually or in small groups.

**S** Spelling (an appropriate number of spellings to be addressed for each task, starting with the most basic)

**Purple dot . or comment** next to any work that needs fixing.

**V** Verbal feedback given.

## "But when will I have time to do this?"

- Make the time in your lessons by:
  - Regularly circulating and 'live' marking
  - Tight lesson foci (keep the main thing, the main thing)
  - Clearly designed activities, targeted for guided and independent practice opportunities
  - Quality checking for understanding (cold-calling/ T-P-S/ mini whiteboards)
  - Use of 'pit-stop' plenaries
  - Feedback can be received as the plenary of a session



- Utilise the team available to you: TAs should also have a responsibility for 'in the moment' feedback and 'live' marking.
- Less is more (when the less is done with greater quality).
- Train the children to help you and help themselves.

#### **Expectations of Presentation in all Curriculum Areas**

- Front covers of books should be labelled
- Date to be written (long date for English lessons, short date for maths lessons and other lessons at teacher's discretion).
- Title/Learning Objective written and underlined.
- Handwriting to be neat and following the school's handwriting policy.
- Sheets to be copied one sided, trimmed and stuck in flat (where possible).
- Lines should be drawn with a ruler.
- New learning to be started underneath previous learning (where applicable).
- Mistakes to be crossed out neatly and not erased.
- In maths, 1 digit per box.