Claremont Primary School

A hub of educational excellence and innovation, supporting and valuing everyone

Feedback and Responsiveness Expectations

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Responsible governor team	T&L (for information)
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At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

1. Aims

- To provide clear feedback to the children about their successes, misconceptions, missed opportunities, areas for development, and where they could deepen their learning.
- To embrace the *epistemic feedback* approach, where children engage in dialogue with an '*expert'* (a teacher, teaching partner, or Talk Partner) to work out the '*what*, *how and why'* of a mistake or error (instead of just being told "This is right/wrong.")
- To ensure that our classrooms embrace a dialogic approach of teaching, where talk is encouraged and used effectively.
- To ensure that teaching is responsive, where teachers respond to the needs of individuals, groups of children and the whole class.
- To provide pupils with a learning environment where they feel safe enough to 'give things a go', take risks, make mistakes, and know that if they do make a mistake, an 'expert' will be on hand to support them.
- To provide pupils with opportunities to reflect upon their achievements, the progress they have made over time, and apply their understanding to correct mistakes or overcome misconceptions.
- To provide formative assessment information for teachers, to enable them to plan effectively for all pupils' needs and set immediate and longer-term progress targets.

2. Our intentions with Marking, Feedback and Responsiveness

2.1 Our intentions with marking, drawing on current guidance:

As per the guidance set out in 2016 DFE report, *Eliminating unnecessary workload around marking'*, there are three underlying principles for marking. Marking should be:

1) *manageable* for both pupils and teachers,
2) *meaningful* to pupils (and teachers), and
3) *motivating* for pupils.

2.2 Our intentions with giving feedback, drawing on current pedagogy:

Hattie and Timperley's *Feed Up*, *Feed Back* and *Feed Forward (2007)*

As set out by John Hattie and Helen Timperley in their 2007 article '*The Power of Feedback*', there are in fact three types of feedback:

1) *Feed Up: Clarify the goal* – teachers set out clear goals, using clear learning objectives, and a purpose to the learning/lesson.
2) *Feed Back: Respond to student work* – teachers provide pupils with information about their strengths and needs. Pupils are provided with information about their progress—or lack of it—toward a goal and the teacher suggests actions they can take to come closer to the expected standard.
3) *Feed Forward: Modify future instruction* - As teachers look at work produced, they use what they learn to modify their teaching. This demands greater flexibility in lesson planning because it means that teachers can't simply implement a set series of lessons.

- Teachers will, therefore, establish a clear purpose for every lesson, share the goal at an appropriate point in the lesson and direct pupils to reflect upon it when appropriate. Teachers will also examine the work produced by pupils to identify what went well and what misconceptions/errors arose. Finally, teachers will decide upon the most

appropriate response: to provide individual/whole class feedback and/or alter their planning accordingly.

2.3 Our intentions with using a dialogic approach to teaching

As developed by Robin Alexander in the early 2000s, dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, expand ideas and advance understanding. Pupils are encouraged to be collaborative with, and supportive of, each other. Pupils are encouraged to share their thinking, enabling teachers to diagnose needs, devise learning tasks, enhance understanding, assess progress, and guide pupils through the challenges they encounter.

2.4 Our intentions with embracing Responsiveness in the classroom

Based on Reis's work, author Harry Fletcher-Wood, in his 2018 blog post 'What is Responsive Teaching?' defines Responsive Teaching as:

- Setting clear goals and planning learning carefully.
- Identifying what students have understood and where they are struggling.
- Responding, adapting our teaching to support students to do better.

2.5 Our intentions with Marking, Feedback and Responsiveness: A Conclusion

At Claremont, teachers will adopt the pedagogies of Responsive Teaching and Dialogic Teaching, combing them with Epistemic Feedback and the triumvirate of Feed Back, Feed Up and Feed Forward, to ensure that:

- planning, teaching and learning is responsive
- the voices of everyone in the classroom are respected, valued and heard
- teachers respond to the individual and collective needs of our pupils
- feedback is purposeful, supportive and furthers pupil and adult knowledge and understanding
- pupils are given time to improve their work, both individually and with their peers (where deemed appropriate)

3. Implementation of the Feedback Policy

3.1 Oral Feedback:

Positive, constructive comments are made by the teacher about children's contributions and work. Oral feedback is a crucial, and often overlooked, form of feedback. It is a crucial part of Quality First Teaching and is a fundamental principle of a dialogic approach to teaching. It exists in several different forms (according to Tedick and Gortari, 1998):

- *Explicit Correction:* The teacher indicating that the pupil was incorrect, and the teacher provides the correct answer. This approach is the least effective form of feedback and should only be used as a last resort (with other strategies, such as "Phone a Friend", used first).
- *Recast:* Without directly indicating that the pupil was incorrect, the teacher rephrases the pupil's error to help them understand their mistake.
- *Clarification Request:* By directing phrases like "I don't understand," or "Please can you explain…?", the teacher indicates that they have not understood the pupil or that the pupil has made a mistake, prompting the pupil to reconsider their answer.

- *Commenting:* Without providing the answer, the teacher gives an indication that the pupil has made a mistake, to support the pupil in realising and then overcoming their mistake. It is similar to *Explicit Correction* but without giving the answer).
- *Elicitation:* The teacher directly elicits the correct answer from the pupil by asking questions and/or providing clues. This method allows the pupil to achieve a sense of satisfaction in being able to discover the correct answer themselves. Written feedback, especially in UKS2, follows this model too.
- *Praise:* This type of feedback provides the pupils with the confidence to move forward. The teacher focuses on a pupil's performance (praising the process) and not on their natural, unchangeable characteristics, such as intelligence (praising the person).

3.2 Written Feedback:

- Pen-to-page marking in coloured pens is no longer required as part of our current approach to marking and feedback.

3.3 Marking expectations:

Maths Marking:

- Teachers are encouraged to 'live mark' during the lesson, to check for understanding, identify misconceptions and address issues whilst the learning is taking place.
- Pupils can mark their own books (and are encouraged to do so, in order to support teacher workload). However, they must not have their purple pen or pencil out – only their pink and green pens. Best practice would be to provide opportunities for pupils to respond prior to the next lesson.
    - Pink tick for correct answer/response.
    - Green C for a correction (both slips and misconceptions) that requires pupil response.
    - Please note: Not all incorrect work needs to be responded to by pupils. Teachers use their professional judgement to decide how much work a pupil needs to repeat to challenge their misconception(s) and a cross is used to identify questions not requiring correction.
- Marking of the challenges in the blue books is not required.

English Marking:

- All work should be read through. No pen-to-page marking is required.
- All SKILL and end-of-sequence APPLY lessons must be marked using the Whole Class Response Grids (to be stored in your purple Responsiveness Folder)
    - IMMERSE, DRAFT AND PLAN lesson to be marked at the teacher's discretion.
- The Whole Class Response Grid asks two critical questions about the lesson:
    - Feed Back: Who needs support? What do those pupils need to do next?
    - Feed Forward: What do I need to do next?
    - From this, teachers may do one of the following to respond:
        - Direct pupils to correct errors or complete work etc.
        - Direct their Teaching Partner to work with an individual or group to correct errors or overcome a misunderstanding.
        - Work with individuals/a group themselves to correct errors or overcome a misunderstanding.

    - Setup a one-off or ongoing keep up or catch-up intervention to support pupils.
    - Flag up (for themselves and their Teaching Partner) who to monitor/support during the next task.
    - Adapt the input/activity etc of upcoming lessons to overcome a wider misunderstanding or to consolidate learning through additional teaching/tasks etc.
- Ultimately, teachers are expected to be responsive in a way that is tailored to the needs of both the individuals in their class and their class as a whole, and support them in whatever way they see fit so that every child works towards mastering the curriculum and/or makes expected or better individual progress (depending on their prior attainment and specific needs etc).
- TWO of the four extended pieces of independent APPLY writing per long term should be marked using the individual marksheets (to be stored in the class Responsiveness Folder). This must take place before the next piece of writing.
    - As part of the process leading up to writing the next piece, pupils are given an opportunity to look at the outcome of their previous piece and identify an area to focus on in the next piece of writing.
    - KS1 will require support in this area and targets could be pre-prepared by adults.
    - KS2 are expected to identify their own, from their marksheet, with guidance.
- If corrections/editing occurs before or after marking, pupils use a purple pen.

<u>Science Marking:</u>
- All work should be read through. No pen-to-page marking is required.
- Six to eight well-chosen investigations should be marked using the individual marksheets (to be stored in the class purple Responsiveness Folder).
- Teachers will use the information on the individual marksheets when making the interim and end-of-year Science judgements.

<u>History and Geography Marking:</u>
- No pen-to-page marking is required.
- Teachers will use the information on the individual marksheets when making the History and Geography judgements.
- All work that aligns with one or more of the assessment criteria should be marked, using the skills tracking sheet. Teachers should record the date and list the skill that links to that lesson.
- Teachers use 'quizzes' to assess pupil knowledge. These are done at a later point to 'anchor learning' (allowing for longer-term memory) and to assess pupil knowledge.

<u>Art Marking:</u>
- All work in sketchbooks should be dated and have explicit handwritten title.
- Pupils are encouraged to evaluate their work or engage in peer critiquing. This could take the form of annotating or speech bubbles etc.
- The work in Sketchbooks should not be marked.

4. Stop the Clock opportunities

Stop the Clock lessons are an opportunity for the pupils to look back on a term's learning. *Stop the Clock* is when, for a moment, learning stops moving forward. It is a chance for pupil to 'rewind' and reflect upon what we have already learned. Our Stop the Clock lessons will be an opportunity for pupils to:

- look back on their successes and achievements in the past term,
- share what they are proud of with their Talk Partner, and
- see if there is anything they can improve upon.

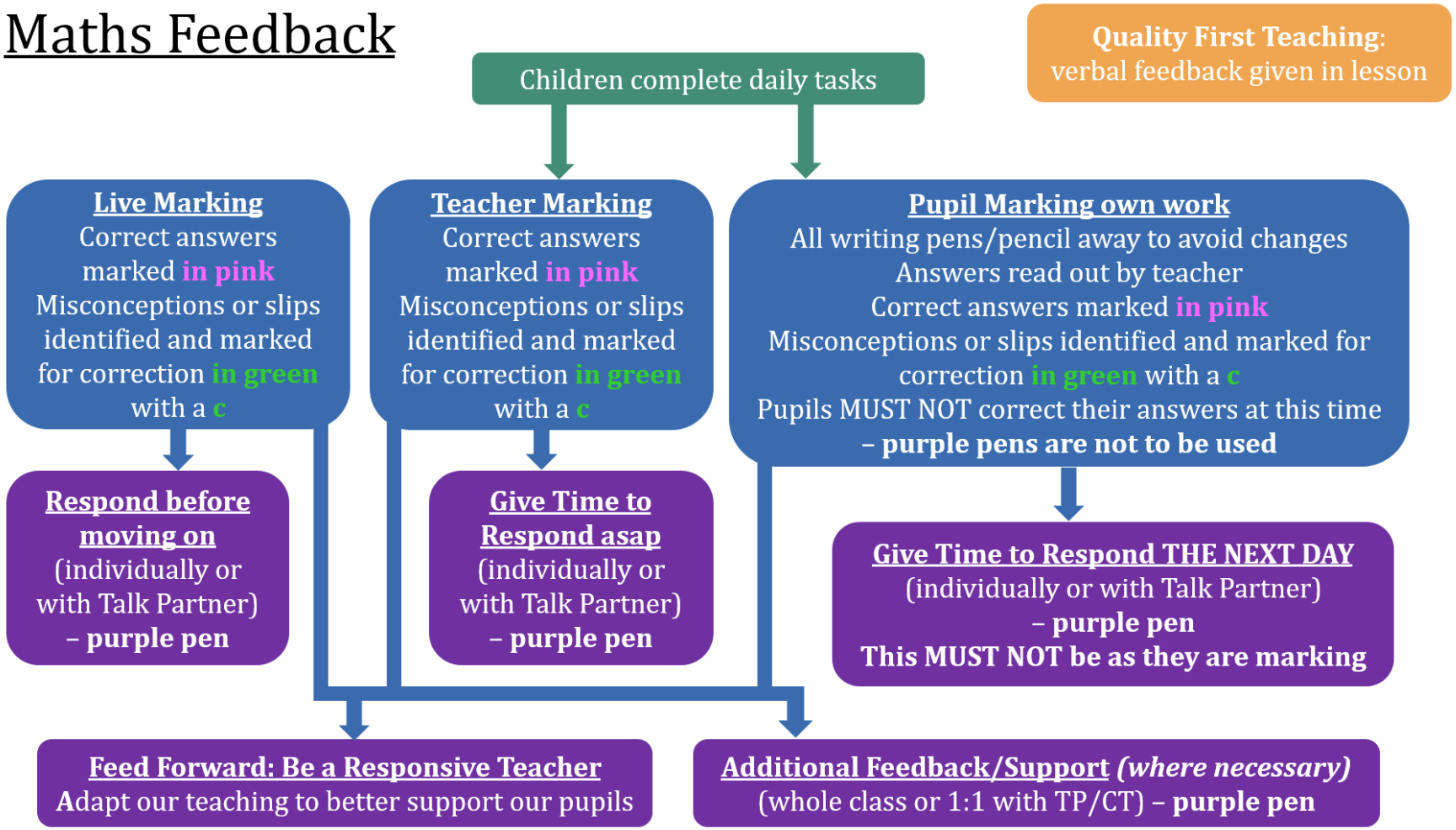
5. Impact monitoring of consistency in the quality of marking and feedback

Pupils' work will be sampled by the Middle Leaders as part of their monitoring role. Feedback of monitoring outcomes and discussion with individual teachers and staff will share good practice and agree on development targets.

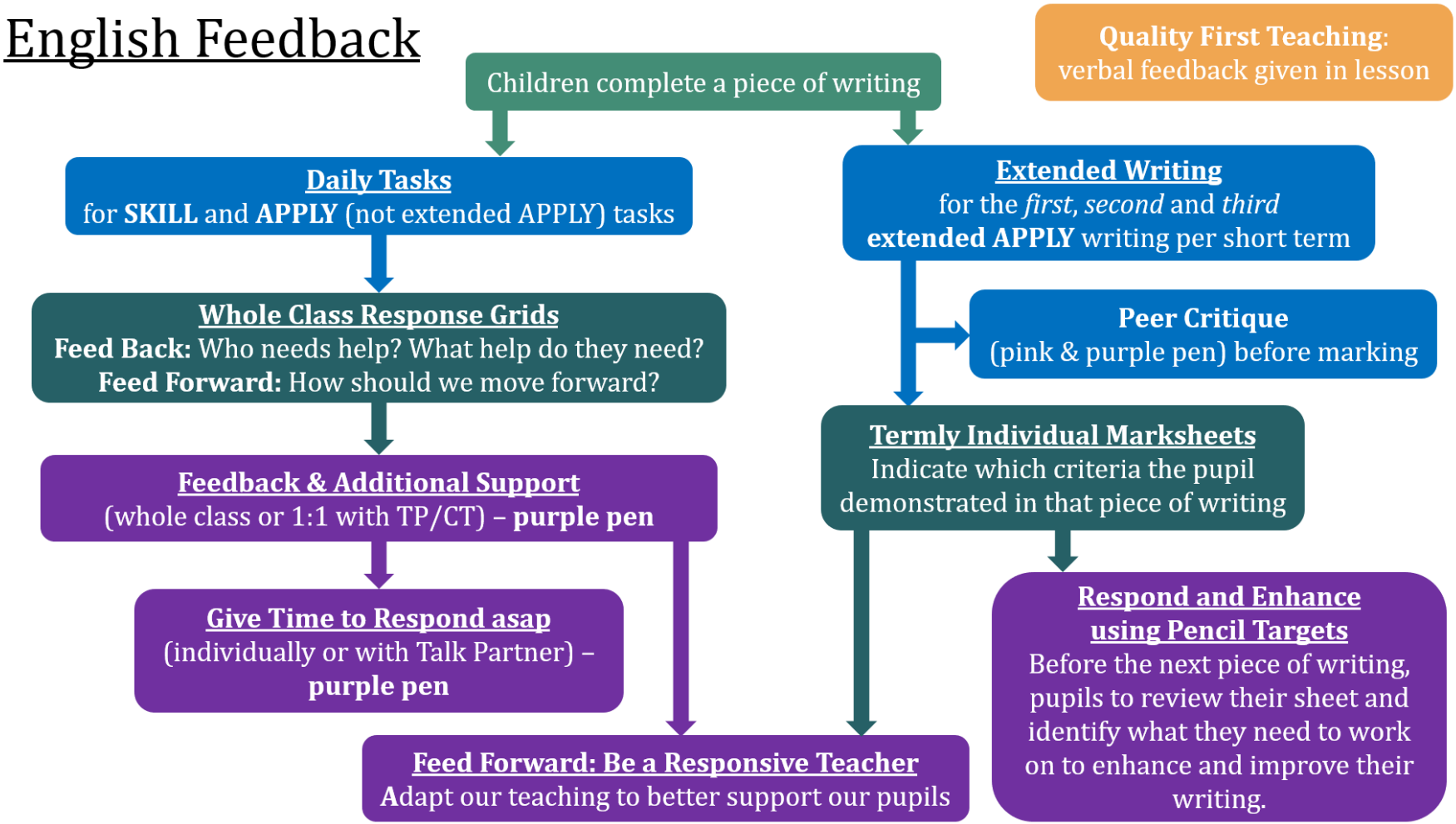
6. Role of the SLT

The SLT will monitor the marking of pupils' work in school and plan for staff to take part in work scrutiny to ensure consistency and progression.

Appendix 1: Flow chart indicating how to approach marking and feedback in Maths



Appendix 2: Flow chart indicating how to approach marking and feedback in English



Appendix 2: Flow chart indicating how to approach marking and feedback in Science, History and Geography

