Tweedmouth West First School

Respect, Resilience, Responsibility

Feedback, Assessment and Metacognition Policy 2024-2025

We consider how our approach to Feedback endorses Removing Disadvantage, Character Education, Well-being, Stretching the Most Able, Teaching and Learning and Assessment.

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

Ref: Teacher Feedback to improve Pupil Learning - EEF 2021

We should always start by asking ourselves, 'why are we giving this feedback?':
- To motivate the child
- To address a misunderstanding
- To reinforce a skill or key piece of information
- To extend a child's understanding or ability to do something

Types of feedback
Sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage you to use your professional judgement to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach.
This judgement needs to be based on what will most positively impact that child's progress.

- **Teachers' timely intervention**
- **Light marking of work**.
- **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. This can be verbal or written.
- **Self-assessment and peer assessment**
- **Prompt child's thinking about own learning strategies**
- **Strategic minimal marking** -incorporate feedback time into the lessons e.g using visualiser, mixed ability pairs, feedback to the whole class on common mistakes.

Principles:
- ★ High quality instruction is always provided first.
- ★ Formative assessments are required to set the learning intentions. (e.g discussion or a quiz)
- ★ Be specific about what you are praising e.g I like the way you have …
- ★ We want pupils to welcome feedback as constructive and show they are using it to close the feedback loop.

★ Enable metacognition -refer explicitly to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.

Statutory or required assessment
- Reception Baseline - within 6 weeks of starting Reception
- Read Write inc Phonics assessment - half termly by Reading Leader (R, Y1, Y2)
- Phonics screening Y1 and Y2 retake - June
- Y4 Multiplication Check - July
- End of unit teacher assessment:
  Twinkl assessment (Maths, Science, Reading, Design & Technology, French)
  David Weatherly (History and Geography)
  Spelling Seeds weekly
  and Pupil Voice in each subject to identify which children have met the objectives, those who have not met the objectives. These inform the next unit of learning.

Optional assessment
- *Weekly spelling and times tables tests*
- *Times Tables Rock Stars to chart progress*

Self-assessment
If a Learning Objective refers to Success Criteria –children have access to these so the child can self-assess against all aspects.

Peer Assessment
Where peer assessment has been appropriately introduced, pupils will identify positive aspects of work and suggest areas for improvement.

Responding to comments
Pupil written responses to comments and self editing should be made in an alternative colour – so that it is clear they have been completed.

Giving effective feedback to pupils (verbal or written)
Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.
- **Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment target set for the individual.
- **Specific Improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved.
- **Specific Extension feedback** identifies where further understanding can be explored, to deepen learning and further extend *higher order thinking.*

Feedback should:
- Be positive, specifically identifying what has been done well.
- Identify an area for specific improvement followed up with an improvement task

Feedback tasks should maintain challenge for individual pupils, yet be easily executed and brief, enabling pupils to move forward, and be aware of how they are improving. e.g
- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings,
- Prompt another approach by thinking, planning and monitoring learning - metacognition

Metacognition and self-regulated learning 'Thinking about thinking'

Examples of metacognitive activities include: <u>planning</u> how to perform a learning task, applying appropriate <u>strategies and skills</u> to solve a problem, <u>self-assessment and self-correction</u> as a result of <u>evaluating</u> one's own progress toward completing a task. Metacognition also involves knowing yourself as a learner; that is, <u>knowing your strengths and weaknesses as a learner.</u>

Questioning makes thinking visible.

Whole class questioning - try to move away from 'hands up'. It is more inclusive if we pick the child to answer to ensure everyone is involved effectively. Target the question using your knowledge of the child. Questioning is central to developing our thinking and our capacity to learn. It is essential to enable pupils to practise their responses verbally, to check their understanding, to assess new knowledge and to facilitate retrieval.
Pre-teach new vocabulary.
Allow **wait time** - to support processing time and getting better quality answers.
Use **Think-Pair - Share** to allow talking to a partner.
Bounce the question on to more pupils to see if they can contribute to evaluate or add to the previous pupil's response.
Use **closed and open** questions at the right time.
Use **multiple choice** when appropriate but extend to expect higher order thinking skills.
'**Phone a friend**' - if they're stuck can you ask someone to help you, then build on their response to get them started.
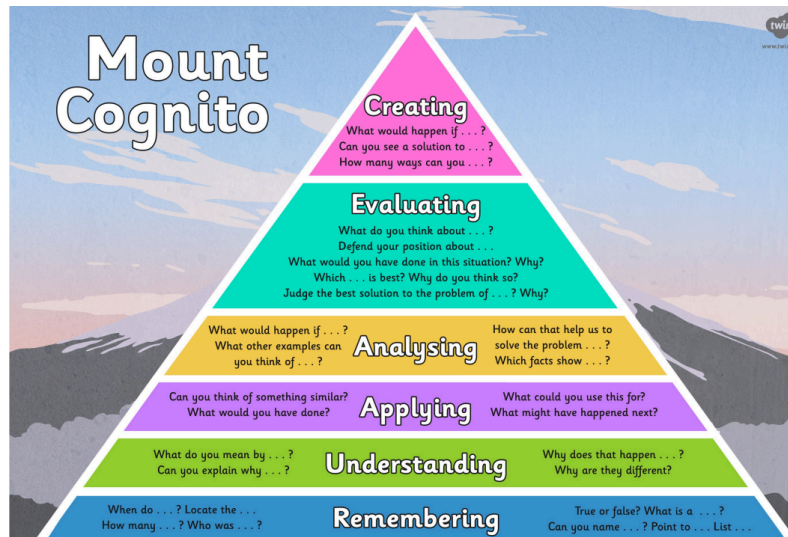
- Show me how you worked out this question.
- Now do it again. This time say your thoughts out loud.
- How would you explain this to a younger person?
- Are there any maths rules you've used in working out this answer?
- Could you work it out another way?
- If you get stuck what could you do?
- How do you use equipment (Bits and Bobs) to help you work things out?
- Have you used capital letters and full stops correctly?
- Show me where you have improved after reading the teacher's pink pen comments.

Pupil Response to Feedback

- In each class time must be given to teaching pupils to respond to feedback and marking. This process will look different across each year group, increasing with independence and complexity with maturity and skill of pupils.
- By the end of Year 2 most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning.
- Pupils with SEN Support Plans will need adult support and time to do this.

Questions for pupils to ask themselves:

- What am I being asked to do?
- What strategies will I find useful?
- How have I attempted similar tasks in the past?
- What went well?
- Even better if?
- What problems did certain strategies cause?
- What would I like to do again?

SEN and Inclusion Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean having to support pupils to read comments, and may mean recording verbal feedback and responses. Such requirements should be identified in a pupil's Support Plan.

Signed

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Review Date: September 2024

Appendix 1 Marking Prompts

✓   correct

.   check again

Word underlined common exception word/grammatical error/doesn't make sense so read again