

# Responsive Teaching and Feedback at Newton Poppleford Primary School

*“Every child in Newton Poppleford will receive progressive feedback in every lesson in every subject”*

We recognise as a school, that providing feedback and responding to learner’s needs is integral to effective learning taking place.

1: Feedback promotes a response from learners.

“Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.” Dylan Williams

2: Feedback is built on effective instruction.

“feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second” Hattie and Timperley

3: There is clarity for success

“The teacher must possess the concept of quality appropriate to the task” Royce Sadler

## **In lessons over time we ensure that we:**

Build on pupil’s prior knowledge and experience, we avoid overloading pupil’s working memory by breaking down complex material into smaller steps and ensure we reinforce this schema building.

We encourage the retention of learning through repetition practice, retrieval of **critical** knowledge and skills.

We deliver a carefully sequenced curriculum to revisit concepts, knowledge, skills and practices.

Teacher’s adapt activities and teaching episodes according to pupil’s needs within a lesson; over a sequence of Learning and over the longer term.

Assessment for learning is integral to our approach and occurs in every lesson.

Individuals and groups will receive follow up feedback adapted teaching and or personalised interventions on a daily basis based on effective formative assessment practices in prior learning.

Teachers will regularly scrutinise pupils’ books to ascertain next steps and inform planning/next lesson. Marking takes place regularly and follows current guidance and research. The onus is placed upon high quality feedback that improves achievement.

Pupils are provided with scaffolded learning tasks to enable them to achieve success. These may include apparatus, pre teaching.

Teachers will use AfL to extend pupils by providing additional challenge where appropriate to broaden and deepen understanding.

Children are provided opportunity to plan, monitor and evaluate their learning in a variety of ways including through peer and self-assessment. This informs teacher’s assessment

### In books:

Books are indicative of high standards and learners are encouraged to make progress against clear benchmarks and criteria for success.

The focus is on progress over time and children are given opportunity to reflect, revisit and respond to prior learning.

There is evidence that children are planning, monitoring and evaluating their own learning and that of their peers,

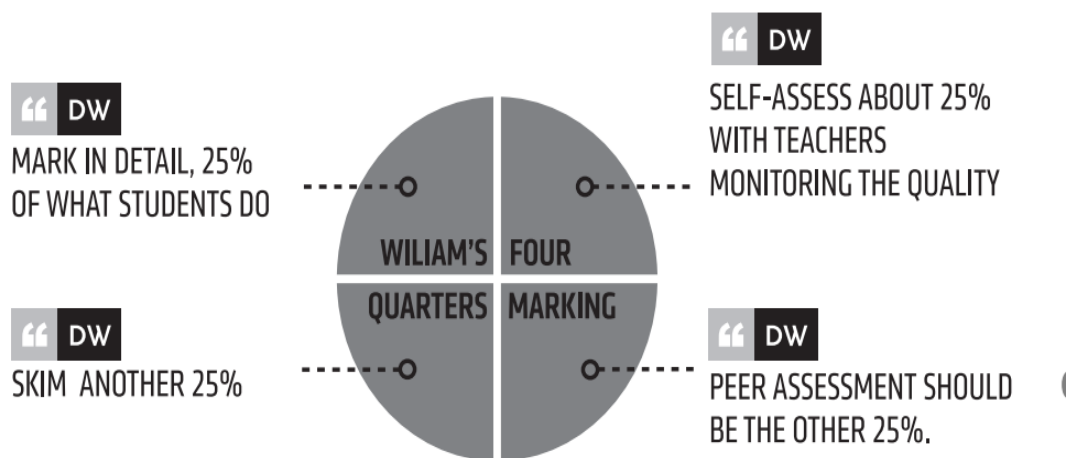
There should be scaffolding for pupils where appropriate to enable them to achieve or move towards the minimum age-related expectations and beyond.

There should be additional challenge to broaden and deepen understanding where pupils meet age-related expectations.

There should be evidence of pupils being challenged in good time therefore avoiding repeatedly completing tasks/questions they have already demonstrated they can achieve.

Early intervention, scaffolding and targeted teaching is evident where pupils are finding challenge to reach the intended outcomes for their age group.

Teachers use the principle of four quarters marking to guide their approach to marking and feedback.



### Pupils' outcomes:

- Pupil progress reports and dialogue will take place continuously through leadership and collegiate structures that focus on best practice.
- Analysis will demonstrate that all pupils make good or better progress against national expectations or where appropriate My Plan Targets.

- Will be tracked and analysed by staff, through work scrutiny including moderation of work, testing and data analysis including pupils' progress meetings.

### Further Guidance – Exemplifying feedback strategies in the classroom

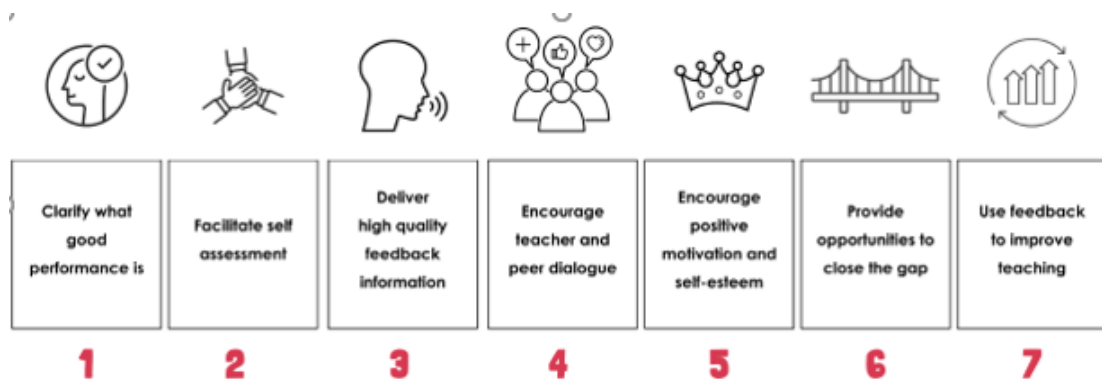
The role of AFL - strategies and key competencies.

We have drawn on the work of Dylan William to devise our strategies to provide feedback and ensure that “the information fed back to the learner is used by the learner in improving performance.” (D.William).

We ensure that we take the following steps:

- clarifying and understanding learning intentions and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as instructional resources for each other, and
- activating students as owners of their own learning

Based on the above foundation we manifest our responsive teaching strategies in the classroom by taking clear steps to ensure that we ensure practice responds to learners needs. The following 7 step process (Great Teaching Toolkit), guides our thinking to provide ‘action feedback’ and improve our cycles of teaching and learning.



### The 5 R's of 'action' feedback

<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>
<b>Redraft or Re-do</b>	<b>Rehearse or Repeat</b>	<b>Revisit &amp; Respond</b>	<b>Re-learn &amp; Re-test</b>	<b>Research &amp; Record</b>
Go back to edit and improve certain areas of your work.	Go back and practise again and again to master specific skills.	Go back and practise by answering more similar questions.	Go back and make sure you understand previous learning.	Go back and develop your work with deeper insight and wider references.

© @ib\_teach / @teacherhead

The feedback that we then deliver is based on pupil action being taken as a result. We have adopted the 5 R's of action feedback.

### **Live modelling and scaffolding**

When modelling, teachers will provide scaffold and discuss these with the class prior to attempting work. These scaffolds will enable all children to access the learning taking place.

Teacher's will model with clarity, outlining their thinking and drawing attention to important aspects. Modelling will always seek to address key misconceptions and consider how information is presented to the learner.

### **Live feedback (whole -class)**

Teachers will use a visualiser/tablet to review a model answer or pupil work as a class.

Teachers will Identify good elements and areas to improve.

Pupils should then use this to improve their own work and deepen their understanding.

### **Live feedback (individual)**

As pupils complete work the teacher views individual work (use your visualiser to do this), and points out strong elements, recommends an improvement or highlights an error.

Pupils then improve their work immediately.

This is best used when pupils are completing extended tasks as you will have more time to sample the work of more pupils

### **Sharing performance**

Teachers will ensure pupils are aware of their progress. This will take the form of verbal feedback and learning targets as well as data from a number of school-based platforms.

Teacher's will share AR progress towards targets.

Diagnostic quizzing and (knowledge checks) will be conducted regularly and pupils made aware of results where appropriate for age and stage.

Heat maps from TT rockstars.

Results and progress shared at parent's evenings and through school-based Apps will also ensure parental involvement and awareness.

### **Self Assessment**

This includes self-assessment of a paragraph using criteria and/or keyword checklists. This should then be used to improve work. Using class learning targets, success criteria and contextual examples helps to develop the ability to improve their own work and understand how to achieve success.

Pupil's will be encouraged to reflect on their own work in light of model pieces that exemplify the expectations.

Pupils will be encouraged and supported with stem sentences to comment and reflect on the areas they have performed well on and where they can improve.

### **Peer assessment (As above)**

Pupils may be assigned roles and competencies to give a structure to this assessment.

Pupils will be encouraged and supported with stem sentences to comment and discuss the areas they have performed well on and where they can improve.

## Appendix 1 Marking Code/Prompts

### Content prompts

✓		Correct
●		Incorrect
<b>P</b>	(In margin on line where pupil to look)	Punctuation
<b>Sp</b>	(Underline words in text to be corrected with a wavy line)	Spelling mistake
<b>W</b>	(In margin on line where pupil to look)	Word choice error
<b>g</b>	(In margin on line where pupil to look)	grammar error
^	(In text where word/phrase omitted)	What is missing?
//	(In text)	Start a new paragraph

### Assessment prompts

<b>G</b>	Guided Work
<b>I</b>	Independent
<b>VF</b>	Verbal feedback
<b>C</b>	Whole Class Feedback

