



Effective Feedback Addendum

January 2023

At Eliot Bank, we strive to employ an effective marking policy that recognises the value in verbal feedback and reduces lost opportunity cost of distance marking. At the centre of this, is the idea that everything we do focuses on ensuring that each child makes the best possible progress. We believe that in-the-moment feedback in combination with well-planned lessons is the best approach to achieve this. Feedback from our children tells us they agree.

Giving a child in-the-moment feedback helps provide the following benefits:

- 1) Sparks learning by questioning, engaging and challenging children.
- 2) Creates a classroom culture of learning and collaboration.
- 3) Helps pupils to clarify any misconceptions and feel confident in their next steps.
- 4) Helps pupils clearly understand how they are succeeding.
- 5) Helps pupils clearly understand where they can improve.
- 6) Best tailors the feedback to the needs of the learner.
- 7) Promotes students self-regulation and standards.
- 8) Is a bi-lateral flow between pupil and teacher that will help a teacher prepare future lessons.

Delivery of this feedback is planned into lesson time to ensure each pupil is given suitable and timely feedback in the moment and that it can be acted on most effectively.

The evidence of this in-the-moment feedback will look different in each year group and phase but a teacher presence, over time, will be visible in every book.

Foundation stage

Verbal feedback is given as the task is in progress and dialogue with child is recorded by an adult in books, reinforcing the process. Evaluative verbal feedback at the end of a task is also recorded, including encouragement of self-evaluation. As part of the recording of verbal feedback, teachers will also record assessments of children against the early years foundation goals.

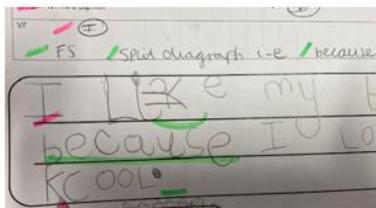
Key Stage 1

In Year 1 – teacher sits with groups of children to support writing and provides in the moment feedback. The units are planned to ensure adult feedback is available during the writing process.

Teacher feedback –

Green - highlighting areas supported.

Pink – celebrating success in the moment.



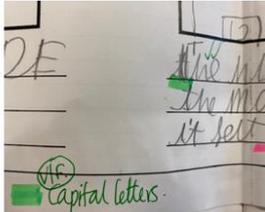


In Year 2 – the use of in the moment verbal feedback is used throughout the writing process but distance written feedback is used more often due to the nature of the requirements for Year 2.

Teacher feedback –

Green - highlighting areas supported.

Pink – celebrating success in the moment.

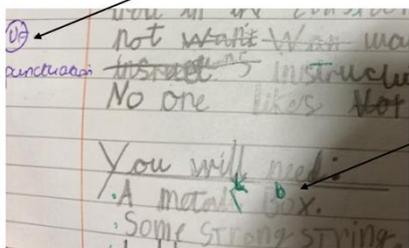


Children respond to feedback in green pen.

Lower Key Stage 2

In Year 3 and 4, teachers will record any in the moment feedback using “VF” and a brief reminder of the discussion. The responses to this feedback and changes made will be recorded by the children in green pen. By summer term in Year 3, the children will start to record the verbal feedback they receive themselves in green pen.

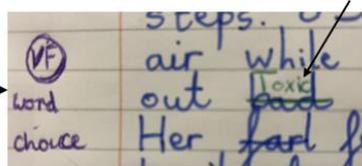
On the spot verbal feedback, recorded by teacher – showing short focus of conversation.



Change made in green pen by child

Upper Key Stage 2

On the spot verbal feedback, recorded by teacher – showing short focus of conversation.



Change made in green pen by child



The Eliot Bank and Gordonbrock Schools Federation



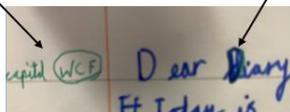
When children are producing extended pieces of writing, usually at the end of a unit, groups of children will have the opportunity to conference with their teacher. It may not be practical for all children to take part in a conference session at the end of every unit. Therefore, the teacher may stagger this and a different group is selected at the end of each unit so that, over time, all children have regular opportunities to conference with their teacher. It may also be the case that the teacher holds shorter conference sessions, where they focus on a shorter extract of a child's writing, such as one paragraph, with every child during the unit of writing.

A conference involves the teacher and child sitting together, reading through the whole piece and having a dialogue about the writing. This may take a variety of forms:

- suggested improvements from the teacher and the reasons behind them;
- questions to allow the child to explain their choices;
- a celebration of the child's writing and their progress;
- a discussion of targets for further pieces of writing.

Child recorded
"whole class
feedback"

Correction
made in green
pen by child



On the spot
verbal feedback,
recorded by
child – showing
short focus of
conversation.

