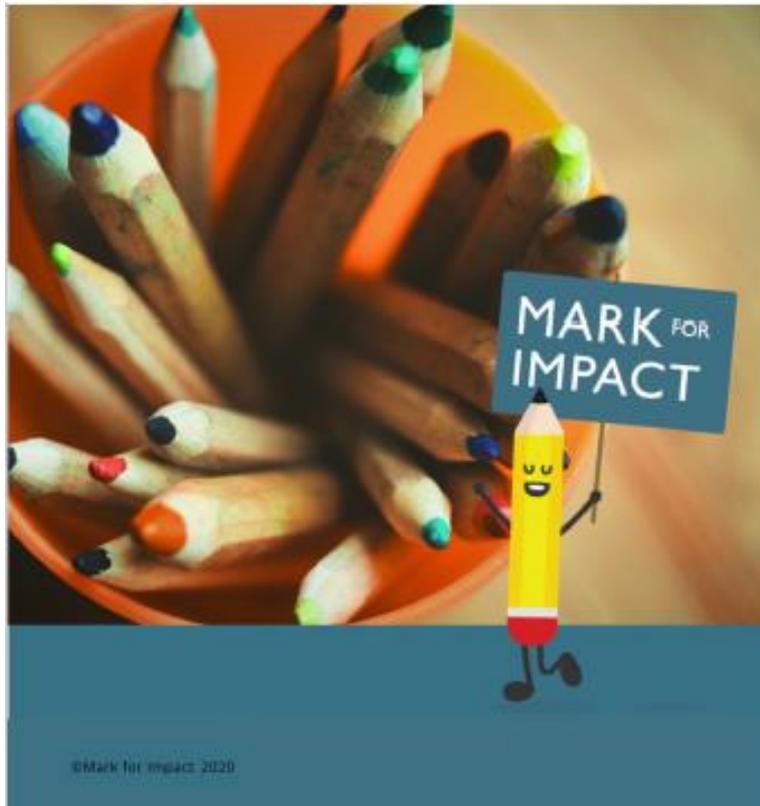


# Churchfields School Feedback Strategy

## Mark for Impact



*A highly effective, evidence based feedback strategy for Progression of Writing in English lessons*

|                                  |           |         |
|----------------------------------|-----------|---------|
| Status:                          | In action |         |
| Date Adopted by Governing Board: |           |         |
| Review Date:                     |           | 3 years |
|                                  |           |         |
|                                  |           |         |

## RATIONALE

Churchfields The Village School has adopted the 'Mark for Impact' strategy to ensure that all pupils have their work responded to in such a way that it is meaningful, manageable and motivating with a clear view to rapidly improving learning, developing pupil self-confidence and raising self-esteem. Pupils in receipt of the Pupil Premium Grant (PPG) are prioritised to ensure an equitable approach as part of our Pupil Premium strategy.

Each element of the **Mark for Impact** strategy (Pupil Conferencing, Class Conferencing and Learning Steps) brings together threads of evidence based, successful teaching practice to create a high impact approach to effective feedback. **Mark for Impact** supports the principles and practice of high quality teaching and fully aligns with recommendations for the EEF tiered approach to improve pupil outcomes alongside published guidance for effective feedback.

At Churchfields the Village School, we believe that the most effective feedback happens through discussion and personalised approaches and this can take place in a variety of different ways including 1:1, group or whole class discussion and feedback sessions. Our strategy places an emphasis on all teachers regularly engaging with pupils in a discussion based manner and is based on a combination of *Pupil Conferencing* and *Class Conferencing* opportunities, underpinned by *Learning Steps*. More traditional **written** marking and feedback still has a place at points where a focus on individual next steps are being reviewed.

### All feedback at Churchfields The Village School will:

1. Positively and rapidly move learning forwards
2. Be clear, meaningful and precise
3. Be consistent
4. Inspire and motivate pupils to improve their learning
5. Follow the Mark for Impact strategy

## AIMS AND OBJECTIVES

- Pupils are regularly given effective feedback, verbal and/or written, in order to move their learning forward.
- Teacher time is used effectively for maximum impact on pupil progress and attainment while reducing workload;
- All pupils know how to improve, through use of Learning Steps and Pupil/Class Conferencing opportunities, and are actively involved in reflecting upon their learning.
- A clear, supportive dialogue between adults and pupils is visible within lessons, in books, during meetings and evidenced in recordings on Pupil/Class Conferencing templates.
- Pupils are regularly inspired by the good practice of their peers and through modelled examples which they reflect on during Class Conferencing sessions;
- Learning is put into context with real life models of success/misconceptions being meaningfully pupil led;
- Feedback is often discussion based (either whole class, group or individual) and effectively communicates next steps through a positive dialogue with the teacher;
- In Class Conferencing, teachers are able to address areas that will quickly move the learning of the whole class forward while supporting pupils individually with deep marking and Pupil Conferencing sessions;
- Pupils are able to quickly see progress through achievement of Learning Steps;

## The Churchfields The Village School model for effective feedback

The following table outlines the structure of our combination approach to high quality, effective feedback.

| CONFERENCING   |   |
|--|---|
| PUPIL CONFERENCING   | CLASS CONFERENCING  |
| <ul style="list-style-type: none"> <li>• Weekly 1:1 sessions between class teacher and pupil and/or group</li> <li>• Teacher uses <b>PC</b> code to show that pupil conferencing has taken place and as a book record. Children to complete editing in a different colour.</li> <li>• Focus is on a collaborative discussion regarding strengths and positive progress, misconceptions, review of progress towards achievement of Learning Steps, targeted support for securing a detailed aspect of learning (e.g. using capital letters for names, apostrophes);</li> <li>• Reinforces the school's general high expectations for presentation, handwriting and spelling;</li> <li>• Further develops a positive teacher/pupil relationship and boosts confidence.</li> </ul>  | <ul style="list-style-type: none"> <li>• At regular key points in an English unit (Writing)</li> <li>• Teacher uses <b>CC</b> code to show that class conferencing has taken place and as a book record.</li> <li>• Reflects on achievement of LO, whole class strengths, misconceptions, individual achievement, next steps and progress towards <b>Learning Steps</b>;</li> <li>• Frequently uses examples of pupil's work to model achievement, misconceptions etc;</li> <li>• Reinforces the school's general high expectations for presentation, handwriting and spelling;</li> <li>• Identifies focus group/individuals that the teacher will be working with during next steps;</li> <li>• Requires pupils to regularly reflect on progress towards class and individual <b>Learning Steps</b>.</li> </ul> |
| LEARNING STEPS   |   |
| <ul style="list-style-type: none"> <li>• <b>Learning Steps</b> underpin the conferencing strategy for securing, and celebrating, pupil progress and achievement in Writing - grammar and punctuation, handwriting and spelling (HFW and common exception words);</li> <li>• The menu of <b>Learning Steps</b> is used diagnostically to identify whole class/group/individual gaps in learning which teachers can then plan to address with rapid impact on pupil progress;</li> <li>• <b>Learning Steps</b> are then used as a skills menu for planning, teaching and targeted support in writing, including giving feedback through Class Conferencing;</li> <li>• Achievement of <b>Learning Steps</b> is regularly monitored, providing evidence of whole class and individual progress over time.</li> <li>• Pupils in receipt of the PPG, and other vulnerable pupils, should be prioritised for additional support and regular practice;</li> </ul> |   |

### Evidence of feedback and progress

Feedback and progress will be evidenced in literacy books using the marking codes agreed to (appendix A) and in diagnostic tools/templates for individual pupils or a whole class overview.

### FEEDBACK ACROSS THE CURRICULUM

*Record school decision and approach to feedback in other curriculum areas*

### VERBAL FEEDBACK

Throughout the lesson, verbal feedback can be given at any point, by any member of teaching staff, to help move a pupil's learning forward. This dialogue should focus upon successes, areas for development, next steps and to set targets for future learning.

### **USE OF VISUALISERS**

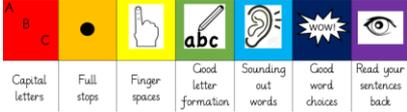
Visualisers and or visualiser software through iPad, are a vital tool in each classroom and may be used to support feedback at any point, including during Class Conferencing sessions and to support peer or self-assessment models.

### **TEACHING ASSISTANTS**

Teaching Assistants play a critical role in the delivery of the Mark for Impact strategy through:

- targeted deployment to support achievement of *Learning Steps*
- delivery of regular practice and retrieval activities
- complement teacher feedback and provide additional insight
- support monitoring of pupil progress towards achievement of identified targets (including understanding of independence)
- prioritise pupils in receipt of the PPG.

## Appendix A – Mark for Impact relevant marking code

| Symbol or Highlight   | Meaning  |
|---|--|
| <p>The energetic cat jumped up because he was hungry.</p>                         | <p>The child has achieved a target or shown another success.</p>   |
|  | <p>Key stage 1</p> <p>Teachers will alternate between 1 highlighted www piece of work and 1 piece of work with highlights and rainbow writing strip as an ebi. Spellings will also be corrected and children will be given magic time to practise them.</p>  |
| <p>CL ? Sp ^ P</p>  | <p>Key Stage 2</p> <p>CL Check use of capital letters</p> <p>? Does this make sense</p> <p>Sp Check spelling</p> <p>^ Add a word</p> <p>P Check punctuation</p> <p>In keys stage 2 teachers will use non –negotiables in every recorded piece. Other pieces of work will be acknowledged through pink highlighting of successes.</p> |
| <p>CC</p>   | <p>The work has been discussed during a Class Conferencing session</p>   |
| <p>PC</p>   | <p>The work has been discussed during a Pupil Conferencing session</p>   |
| <p>Date ✓</p>   | <p>Means the Learning Step has been achieved</p>   |