



43. ELF: Empowering learners through Feedback

Reviewed June 2023 next review due June 2026

INTENT

Through effective assessment, we aim to raise attainment and accelerate progress for all pupils, helping them to 'be all they can be'. At Hayes, feedback is pivotal to empowering learners.

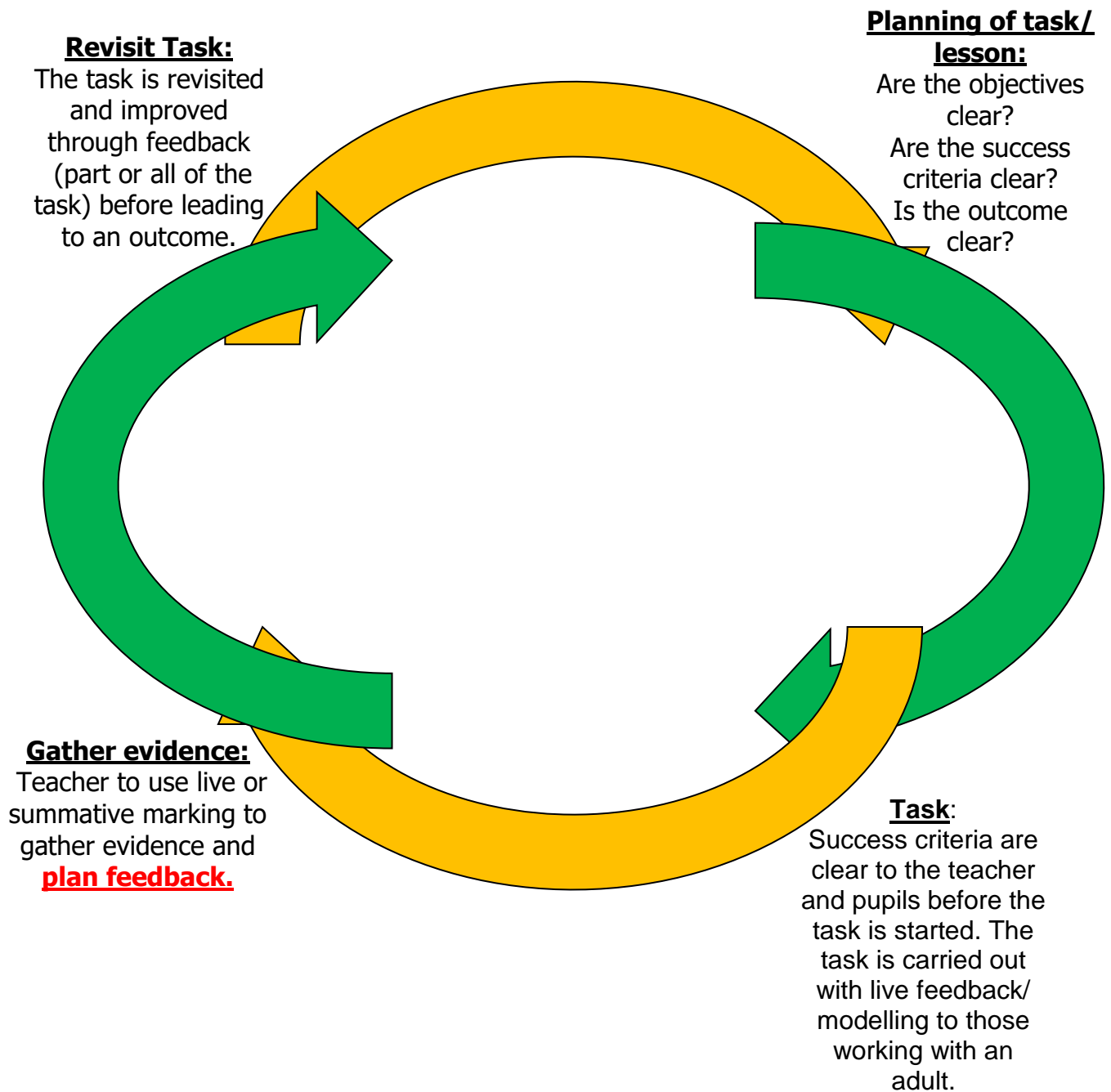
Our aim is to ensure that children are receiving the same standard of feedback across the school (although the delivery will have some variation according to the age of the children). A consistent feedback approach will ensure that the pupils of Hayes understand what is expected of them and what they need to do to improve as they progress throughout the school.

Through effective feedback and marking, we aim for the teacher and the pupil to both have a clear view of what the child is achieving well, and what they must do next to improve.

Principles:

- Feedback, in its many forms, must be purposeful.
- Pupils are entitled to feedback, which may take the form of written or verbal feedback.
- It is vital that feedback is timely and effective.
- Children must know what they have done well, what they need to do to improve and have time to do it.
- Feedback must be a positive experience for children.
- Feedback provides children with an opportunity for individualised learning.
- For this reason, feedback and marking will be given in an age appropriate format.
- Feedback must be clear and concise to ensure children understand.
- If a child is still making the same error, further intervention will be required.
- The focus of the lesson should be the main thrust behind the feedback.

IMPLEMENTATION:
Feedback



FEEDBACK:

- ❖ Feedback can be given by peers or adults.
- ❖ Self - reflection can also be a form of feedback.
- ❖ Feedback can be verbal.
- ❖ Good quality feedback accelerates progress.
- ❖ It is not practical to give feedback on every single piece of work, however repeated mistakes become habits. Feedback can be a quick task, e.g asking pupils to spot mistakes with capital letters in each others' books, or can demand a greater time allocation, e.g improving the structure of sentences to build tension in a narrative text.
- ❖ Feedback can be immediate, through live marking with a green pen, or can be summative and marked after the lesson in black pen.

Feedback - basic errors or stretching each other	Feedback from adults			
Correcting the basics: (Presentation errors/ Date and L.O/ basic spelling errors/ handwriting) <ul style="list-style-type: none"> Independent: Pupils to check own work for errors (self – assessment) Peer: pupils to check each other's work and give feedback. This can also be in small groups where children are 'coached' to give constructive ongoing feedback (dialogue) or working cooperatively to solve a challenge. Peer:peer feedback is as important for higher ability children as it is for the less able. Whatever the ability of the child, they need to be challenged. Group: Adult-led feedback based on a specific area (e.g use of capital letters for proper nouns) Whole class: common error that can be corrected with a quick reminder and little teacher input. 	WHOLE CLASS		GROUP	PAIRED or INDIVIDUAL
	Next lesson: After gathering evidence, all pupils have a weakness/ objective missing. This is re-taught and the pupils edit part or all or their task. If appropriate, they re-write part of their task again. Ensure the purpose is clearly annotated in books.	Responsive intervention: After gathering evidence, all pupils have made an error that has already been taught. This does not need to be re-taught, but the pupils receive a reminder and correct in their task.	After gathering evidence, a selection of common errors has become apparent. In planning books, groups with a common weakness have been annotated. Feedback is then planned that it specific to each group using available adults. Group feedback must be carefully timetabled to ensure quality.	After gathering evidence, it has become clear that a child (or pair) has a mistake/ misconception that is specific to only them (or a pair of children). Feedback needs to be bespoke and accessed via 1:1 conferencing. A pupil may also have made an error repeatedly. Whole class or group feedback has not addressed the problem therefore individual feedback is required.

IMPLEMENTATION: Marking

Marking is a part of feedback. The purpose of marking is to inform the child of their strengths and areas for development in order for the child to make progress. The marking code is intended to give messages to pupils quickly, therefore making marking more manageable. Live marking with immediate feedback is the most effective form of marking. Pupils need time to respond to marking and feedback.

Marking EYFS:

- ✓ The vast majority of feedback given to pupils in EYFS is live oral feedback at the point of teaching
- ✓ Verbal feedback and sentence stems are used to check for understanding, celebrate success and identify pupils' next steps.
- ✓ Green pen annotations may be made in pupils' books to capture the pupils' voice and refer back to as part of the assessment process.
- ✓ Where corrections are needed, feedback will prompt pupils to check errors in capital letters, finger spaces, full stops and missing words.

EYFS Marking Codes:

I

= independent work

S

= supported work



= arrow to indicate the direction of the letter formation

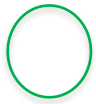


= gold star awarded for exceptional effort or achievement

Marking KS1 and KS2:

The marking codes may be implemented slightly differently depending on the age and stage of the child. Some children may need the codes directly on the letter/place where the error has occurred, others will be able to identify the error in the line if the code is added to the margin. Please use your knowledge of the children to decide upon the implementation of the codes.

Marking Codes: Key Stage 1 and 2:



= check capital letter

P

= punctuation is missing

Sp

= incorrect spelling - check and correct. Practice 3 times.



= missing word/s



= start a new paragraph



= paragraph is confused and support is needed for redrafting



= I must edit and respond in my purple pen.

Colour of pen

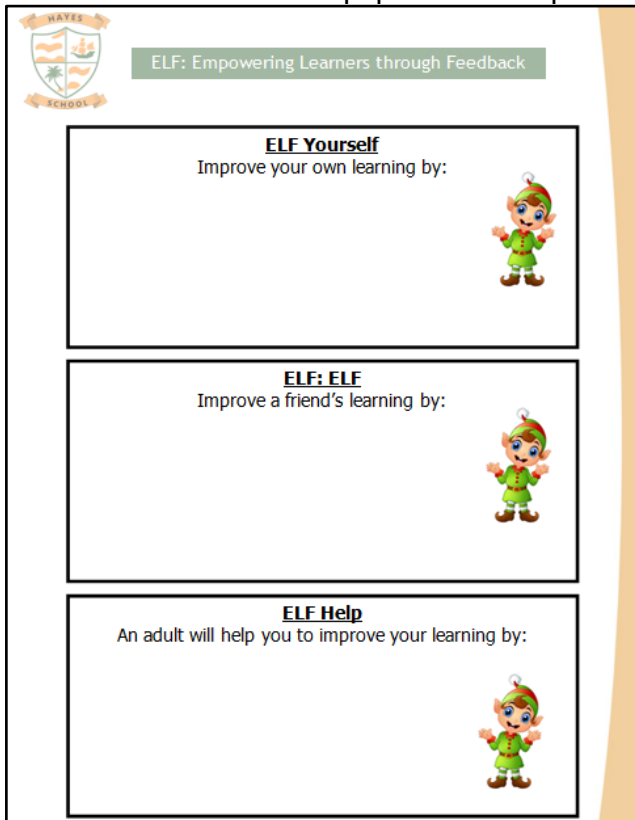
Green pen: Live marking and modelling (with pupils)

Black pen: Delayed marking (away from the pupils)

Purple pen or pencil: Editing

IMPLEMENTATION: ELF

This poster is populated with methods of feedback that are specific to the year group. It is stuck into exercise books to remind pupils of the importance of feedback.



Feedback

Elf Yourself (Feedback through self-assessment)

A pupil improves their own work. They generate their own feedback using a checklist/ success criterion or noticing basic errors that they can self-correct.

Elf: Elf

A pair of pupils give feedback to each other in order to improve their work.

Elf Help

An adult provides feedback either through whole class feedback, group, paired or individual feedback. This will often involve modelling and discussion.

IMPACT

- Pupils will make good progress in all learning and feedback will accelerate this progress.
- Pupils at Hayes will understand that their first attempt at a task can usually be improved. (FAIL: First Attempt at Learning)
- Pupils will take responsibility for improving their own work through a growth mindset.
- Pupils will be informed how to improve their work.
- Pupils will know what they have done well, what they need to do to improve and have time to do it.
- Pupils will be able to talk about improving their work through using the ELF.

Hayes pupils aim to 'Be all you can be'.
Feedback will enable pupils to make accelerated progress in
their learning.



Be all you can be
Hayes School

APPENDIX 1: ELF Scenarios

Feedback Scenarios: English

- Most children have made errors when writing speech into their narrative text. It is clear that most children need extra time to re-visit the rules for writing speech before they return to their task to correct their mistakes. This is now your priority for the next day. However, a group of high ability children have punctuated the speech perfectly.

Action: Whole class feedback (with the HA group removed)

- Use the correct work from an HA child to provide an aspirational example for other children (airplay).
 - Choose a pupil's work with limited errors in and ask the children to spot the errors.
 - Re-visit the rules with those who need it, whilst one adult works with the HA children on a different objective.
- After writing a set of instructions, it has become clear that there are a range of errors/ misconceptions/ areas for improvement in the task. Some children need to work on layout, some need to improve their imperative verbs and the highest ability children have written instructions with sentences that are short and always begin with an imperative verb.

Action: Group Feedback

- Create piles of pupil's books in order to see how many children need feedback for each focus.
 - Decide which pupils can manage to improve their work independently - give written feedback ready for the next day.
 - Decide which pupils will work with an adult. Without marking this work, make notes about the focus for the feedback and editing process. Deliver key messages in the group situation and then apply the new learning to the task.
 - Consider what each group will be doing and ensure that all children will be learning purposefully for the whole session - use ICT to support if appropriate.
- James continues to write several keywords incorrectly. Throughout his work, he has written 'thay' and 'wen'. Whole class feedback and group feedback have been given but James continues with this habit.

Action: 1:1 Feedback

- Explain to James that this has become a habit that needs breaking.
 - Together, create a 'memory hook' for James and create a system to check each piece of writing - A spelling buddy to check his work? A card with both words that he keeps on his desk? A small sticker chart that James manages himself to encourage him to self - correct?
- Your pupils have written a piece of narrative that lacks 'spark'. Lots of children have great sentences but they aren't consistent. The whole class needs to improve their writing.

Action: Whole Class Feedback

- Create a smart where you type amazing sentences from the work of a variety of children. Show them on the board, keeping the name of the amazing author a secret. Reveal the author and ask the children to give positive feedback to their peer and an 'Even better if...'

- You are becoming increasingly frustrated by a lack of attention to capital letters for proper nouns. Children are still writing their names, the days of the week/ month without capital letters and consistently spell Wednesday incorrectly. You have given whole class feedback repeatedly. Yesterday's task exemplified these same errors again.
Action: Peer to peer feedback
- Half of the class stay with their books whilst you allow the other half of the class to circulate. They are on the hunt for mistakes with capital letters and dates. The only person who is allowed to correct the mistakes is the author themselves but they are being given advice from their peers. A regular dose of 'hunt the mistake' may improve basic errors. A points system for the child who finds the most errors may prove motivational!

Feedback Scenarios: Maths

- You have noticed during the session that there is a barrier for many children when completing column addition as their number bonds that bridge 10 are weak. They struggle with this in many lessons and it slows the pace of their calculations.
Action: Group feedback/