



*Tyfu gyda'n gilydd, dysgu am byth*  
*Growing together, learning forever*

### **How does my child get feedback on their learning?**

**'Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.'**

#### **How do you mark my child's book?**

You will notice that books are marked in a slightly different way than you may be used to. This is because Maes yr Haul is now using verbal feedback and marking codes, as well as more traditional comments.

#### **Why are you not writing in-depth comments in my child's book?**

The most up to date research shows that the impact of traditional and more formal marking on a child's progress is very little. Much of the time the comments aren't read by the child, or they can't read them, or they're not acted upon. The school wants to do the best for each child and research supports that the most effective feedback to pupils is verbal and in the moment. When looking at books, teachers use marking codes, discuss with children directly (verbal feedback) and utilise **success criteria** and **peer assessment**.

#### **What will I see in my child's books?**

We will sometimes mark something traditionally e.g. **written comments**, but this will probably be when the teacher is actually sitting with the child, rather than afterwards away from them. If a teacher wants to make a comment about something that they see in a book they will still do that. In order to convey information quickly and effectively we use a range of codes. For e.g. I=Independent, P=Partner work, V=Verbal Feedback given AS=Adult Support

#### **What about children who always get things right/wrong?**



They shouldn't! If they are being suitably challenged, they shouldn't find their work 'easy' and this will be noted by the teacher and the next steps planned for. Pupils have strategies like traffic light systems in which they can reflect on their learning and give feedback to their teachers. If the teacher is pitching the work correctly it should be challenging but within their capabilities or zone of challenge.

#### **But my child is in the top/middle/bottom group!**

Children's abilities differ across a range of activities, so therefore we do not have fixed groupings. Teachers may vary groupings according to the nature of the task. For example, 'chilli challenges' enable a pupil to choose the level of their learning, enabling them to have more control over how much they challenge themselves or seek consolidation. This however, is all planned and directed by the teacher carefully. The way we are marking/giving feedback now means that children get direct feedback as they are learning which impacts them during that activity or day.

## **My child thrives on knowing how well they did in a task. How will the teachers communicate this to them?**

This can be done individually, as has always been the case as well as using a more whole-class approach. Teachers can show children good examples of work through the use of technology to display it up on the screens in class. They can also look at common errors and misconceptions and ask the children to look back in their own work to find whether they had these or not. This is a far more important skill to learn than the teacher telling them. Pupils will also have the opportunity to self and peer assess their learning against success criteria.

## **What is success criteria?**

Success criteria can be open or closed, it can be given to pupils for a piece of learning or co-constructed. It enables pupils to understand what are the elements of for e.g. a piece of writing and how they can challenge themselves to improve their work even more.

## **Why is it important to define success criteria?**

In the classroom, establishing **success criteria** can help pupils learn without weighing them down with an overwhelming process or too much information. Properly defined success criteria:

- Enhances focus
- Gives opportunities to improve understanding
- Allows pupils to identify their own achievements
- Increases awareness of where challenges lie

## **So what does the feedback look like?**

Feedback could be verbal, written, coded as well, as typed or recorded through technology e.g. Google Classroom or Seesaw. We use **`pink for think`** and **`good to be green`** in both our verbal and written feedback. Pupils also use these colours and this ethos in their self and peer assessment.

## **What should I look for in my child's book then?**

You will see **`pink for think`** and **`good to be green`** comments, highlights as well as any up - levelling your child has done in **purple**. Up-levelling is improving or adding to a child's learning.

Look for their own corrections, look for something they get incorrect one day, they get right the next day. Older children should be able to tell you what they need to work on next because they will check some of their work for themselves and think about their own next steps within independent tasks.

## **Is this the same throughout the school?**

No, it looks slightly different appropriate to the age of pupils/year groups, but it all builds on what has been happening in the year before and there is progression throughout the school. As books are used more, marking codes are introduced more.

## **What if I want to know more?**

Please ask your child's teacher, Mrs Merfield (DHT) or Mrs Roach (Assistant Head/ALNCO) if you would like more information.

**You can also find out more about the latest education evidence and the strategies that make a difference at <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>**