



## What is Whole Class Feedback?

The school is now operating a 'Whole Class Feedback model' for most English and Maths lessons so you might notice that some of your child's Maths and English work is no longer being marked in the traditional way.

### Why are you doing 'Whole Class Feedback'?

The most up to date research shows that the impact of traditional and formal marking is very little on a child's progress. Much of the time the comments aren't read by the child, or they can't read them, or they're not acted upon. This is a lot of teacher effort for very little gain. The school wants to do the best for each child, by freeing up teacher time to plan next steps for each child individually, then each child is having the next lesson personalised to them. Teachers have to and will look at every book every day and they will then be making plans for the class as to who needs what next.

Even though each child is an individual, many of them will have similar strengths and weaknesses after each lesson. Those children can then be taught the next step together in the next lesson.

Ability groups have been fluid for a long time at our school, as we do not believe children's abilities are fixed. The way we are marking now means that children may change group daily depending on how well they learned that day's lesson. Teachers are planning reactively all the time.

### What are the benefits of 'Whole Class Marking'?

- ✓ Once every child's book has been looked at, the fine details of the teacher's plans (the "who needs what next?") is done reactively, after each lesson. Teachers then plan for the next lesson, and because they know exactly what each child needs, they can plan and edit the lesson to meet all of those needs. The teacher plans in direct response to the children's learning needs, as and when they appear e.g more practise, brief input on an element of grammar etc.
- ✓ The beginning of every Maths and English lesson is whole class feedback. Teachers can show children good examples of work through sharing it with others. 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.
- ✓ Teachers can identify trends for individual children or groups of children which will then inform future planning.
- ✓ It's also part of a wider drive nationally to reduce teacher workload. However, teacher workload at this school will never be reduced at the expense of children's learning. There are smarter ways to get better results, and we do try to use these. The books are still marked but the marking is recorded in 'class marking books', not in the children's books. This also means that teachers can monitor trends and patterns for individual children.

### What will I see in my child's book?

Next steps in learning are often indicated by coloured dots which correspond to a follow up activity for the child: they use a green pen to do this response learning at the start of the next lesson. We will sometimes mark something traditionally, 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 quick comment about something fantastic (or not so) that they see in a book they may still do that. Remember they are still looking at each book every day, just not necessarily making a pen mark on it.

### So what does the feedback look like?

It is a profoma for the teacher to use when they are checking the books. The whole time the teacher is looking at a book they are thinking "What are the next learning steps for this child?". As they mark, teachers are analysing which are the next steps for each child; these are noted down alongside common errors and misconceptions. They are monitored by the senior leadership team, but they are not completed for senior leaders, they are completed in order to enable every child to make good or better progress by matching the next learning to the needs of each child. A sample of a teacher's marking from a single lesson is overleaf and shows how the teacher can then group children for specific teaching at the start of the next lesson.

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