Sarah Rostron

St Bede Primary Academy

Case Study

ST BEDE CofE
PRIMARY ACADEMY

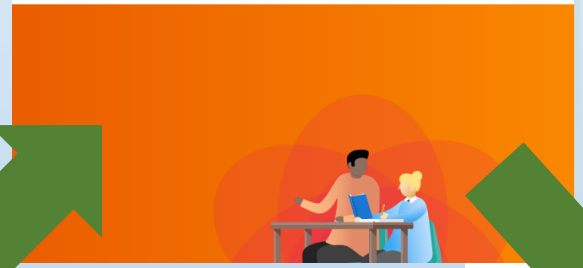
Steps to success……..

- An evidence based approach to closing the gap in attainment
- Exploring a toolkit of options and selecting the best strategies to suit the needs and context of the school
- Creating a bespoke package for individual pupils
- Working with families to engage them as learning partners

An evidence based approach to closing the gap in attainment

Education Endowment Foundation

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING
Guidance Report



Toolkit Strands	Cost	Evidence	Impact
Arts participation Moderate impact for very low cost based on moderate evidence	£		+3
Aspiration interventions Unclear impact for very low cost based on insufficient evidence	£		
Behaviour interventions Moderate impact for low cost based on limited evidence	£ £		+4
Collaborative learning approaches High impact for very low cost based on limited evidence	£		+5
Extending school time Moderate impact for moderate cost based on limited evidence	£ £ £		+3

Case st… …e Primary School—Redraft… …e-to-one verbal conferencing [78]

In Ash Gro… …l in Macclesfield, and across the Aspire Educational Trust, teachers have introduced one-to-one pupil conferences where teachers provide one-to-one verbal feedback part way through the writing process before pupils redraft work. This enables them to do two things:

- manage the emotional response to feedback; and
- ensure that feedback is used as a 'recipe for future action'.

After being set a task, pupils draft a piece of writing, fully aware that this piece will only be a draft. They are comfortable editing sections and deleting parts as they go. They then discuss the piece with their teacher in a short one-to-one conference during a lesson (while other pupils work independently). After a feedback conversation on how to take their writing forward, students redraft their response as a final version.

Teachers at Ash Grove suggest one of the key considerations required to effectively deliver this approach is being able to set valuable work which students can do independently, rather than time fillers, while conferencing happens. It is also important to note that this type of feedback is not given on all pieces of work all the time—it offers one method that ensures pupils use the feedback.

Ash Grove pupils have commented on how much it makes them feel their work is valued, and teachers prefer the approach to deep, time-intensive written feedback on all drafts. The conversation process means they can tailor feedback to individuals, particularly in terms of handling emotional reactions to feedback, while the process provides feedback at an opportune time for pupils to then use it to produce a high-quality final piece of work.

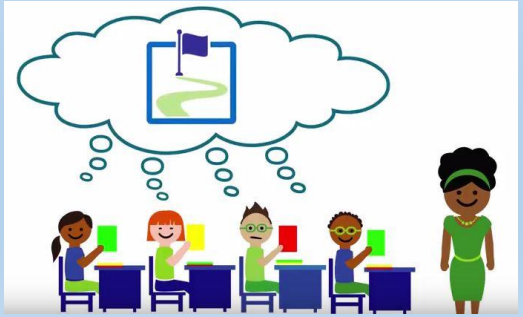
Exploring a toolkit of options and selecting the best strategies to suit the needs and context of the school

Continued Professional Development

Exploring a toolkit of options and selecting the best strategies to suit the needs and context of the school

Teaching & Learning Strategies

National Tutoring Programme



Exploring a toolkit of options and selecting the best strategies to suit the needs and context of the school

Resources

Learning by Questions

…a game changer for teachers and learners!

Bug Club

White Rose Maths

Times Tables Rock Stars

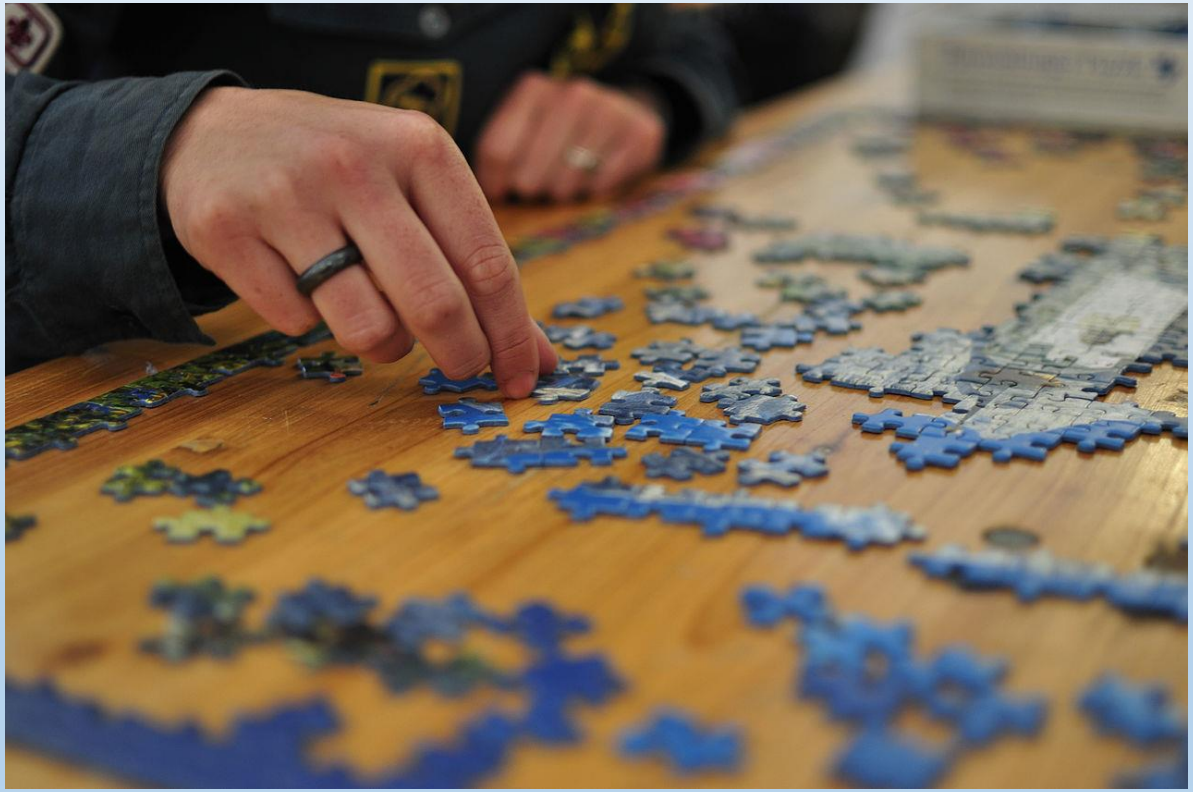
Exploring a toolkit of options and selecting the best strategies to suit the needs and context of the school

Team around the child

Designated Safeguarding LEAD

Behaviour Mentoring

Creating a bespoke package for individual pupils



Working with families to engage them as learning partners

Early Help