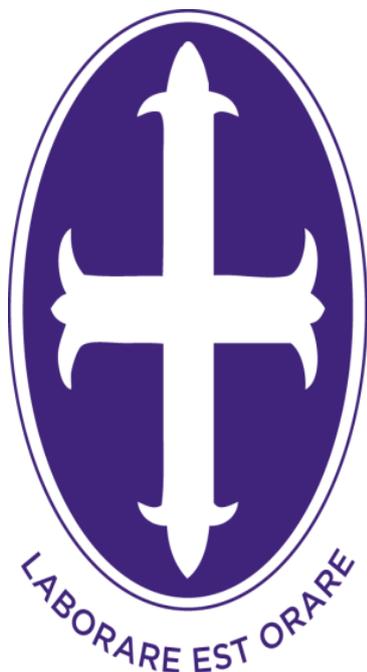


ST HILDA'S
CE HIGH SCHOOL

St Hilda's feedback policy

Date Policy prepared: September 2019
Governor Committee:
Policy agreed by committee:
Date ratified by governing body: 26th September 2019
Policy reviewed by: JH/JCo
Date for next review (annual/2 yearly): September 2020

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ST HILDA'S

CE HIGH SCHOOL

VALUE		THE POLICY		
Wisdom	Hope	Community	Dignity	Equality
<p>We aim to develop excellent standards in effective feedback to students in all curriculum subjects in order to further students' learning.</p> <p>The guiding principle of this policy is to ensure that feedback should redirect or refocus the teacher's or the learner's actions to achieve a goal, be specific, accurate and clear, encourage and support further effort and be meaningful.</p> <p>This is also consistent with our values.</p>				

St Hilda's Feedback Policy

The evidence of best practice from the Education Endowment Foundation underpins our policy. The EEF research shows that effective feedback should:

- Redirect or refocus the teacher's or the learner's actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Be meaningful.

In addition to the EEF research, the principles of our policy also supports our whole school aims, which are to:

1. Reduce teacher workload.
2. Improve the variety and quality of feedback to maximise student progress across the different key stages.
3. To create autonomous students who take responsibility for their own success and progress.

Key principles:

- the single focus of feedback is to further students' learning;
- evidence of feedback is incidental to the process, we do not provide additional evidence for external verification;
- written feedback is not considered as a separate entity to feedback, but rather one of many possible methods of feedback;
- feedback delivered closest to the point of teaching is the most effective, and therefore immediate feedback or summary feedback that takes place in lessons is prioritised, and potentially more effective than comments provided at a later date;
- feedback should aim to provide an appropriate level of challenge to students in lessons, allowing them to make good progress;
- feedback must be accessible to students according to age and ability;
- feedback is intrinsically linked to the process of planning and assessing;
- feedback will take a range of forms, the latter of which must be chosen with the sole purpose of furthering students' learning, therefore teachers must determine the most effective forms of feedback for individuals and groups of students;
- we recognise that all subjects areas differ in terms of content and lesson time, and therefore each subject area will also have a department feedback policy, which is underpinned by the school policy.

Approaching Feedback

Feedback delivered closest to the point of teaching is the most effective, and therefore the school approach to feedback builds in the work of the Assessment Commission, and is given in three ways (in order of decreasing importance):

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a task/lesson/series of lessons
3. Review feedback – may be away from the point of teaching

Type	What it looks like	Evidence (for observers)
<p>Immediate feedback <i>At the point of teaching.</i></p>	<ul style="list-style-type: none"> • Takes place in the lesson with individuals/small groups/whole class • Gathered by the teacher during the lesson through: <ul style="list-style-type: none"> - Questioning - Book work (circulating) - Mini whiteboards - Low stakes quizzes - Group/pair discussion - Observation • Usually given verbally and immediately. • May redirect or refocus the teacher or the learners. • Could include live marking • Could include modelling/scaffolding • Could include literacy codes. • May involve TA. 	<p>Lesson observations/learning walks. Discussions with pupils. Evident in books through editing or further working.</p>
<p>Summary feedback <i>At the end of a lesson/series of lessons/task</i></p>	<ul style="list-style-type: none"> • Takes place at the end of a key task/lesson/series of lessons. • Provides an opportunity to evaluate learning at the end of a lesson/series of lessons/task • May redirect or refocus the teacher’s planning or future review feedback. • Often involves whole groups or classes. • May take the form of self-assessment or peer assessment against an agreed set of criteria. • Could include live marking. • Could include modelling of students’ work. • Could include exemplar material. • May lead to DIRT time. 	<p>Lesson observations/learning walks. Discussions with pupils. Peer assessment/self-assessment clearly labelled. DIRT tasks clearly labelled Evidence of model examples/scaffolding.</p>
<p>Review feedback (of curriculum goals) <i>May be away from point of teaching.</i></p>	<ul style="list-style-type: none"> • May take place away from the point of teaching. • Includes the whole class. • Provides teachers with an opportunity to evaluate progress of knowledge and skills in line with curriculum goals. • May involve written comments/annotations for pupils, for example WWW/EBI • May include written comments via Feedforward sheets 	<p>Lesson observations/learning walks. Discussions with pupils. Written comments, including feed-forward sheets. Highlighted success criteria. DIRT tasks (clearly labelled)</p>

	<ul style="list-style-type: none"> • May include highlighted mark schemes • Any other appropriate department feedback strategies highlighted on a subject specific feedback policy. • Will lead to adaption of future planning. • Will lead to DIRT time. 	<p>Adaptations to teacher sequencing compared to curriculum planning. Adaptations to groupings.</p>
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Whole School Expectations

Misconceptions

Misconceptions should be addressed at the earliest opportunity at all feedback points:

- Immediate
- Summary
- Review

Making feedback clear

Teachers should use a purple pen.

Students should complete DIRT tasks/any response to feedback in green pen (if applicable).

Peer assessment and self-assessment should be clearly labelled/sign posted.

Written Feedback

Any written comment given by the teacher should be legible to the student.

Any written comments should be accessible to students' according to ability and age.

Written comments should be specific, accurate and clear. The WWW and EBI formula should be used to articulate strengths and targets (the format of this can vary depending on the strategy used. For example a feedforward sheet completed and photocopied for all would still have WWW and EBI, or a checklist of skills might have WWW ticked and EBI highlighted).

Use of DIRT (designated improvement and reflection time)

Any DIRT activities should be made clear to students (and students will complete written DIRT tasks or any response to feedback in green pen).

DIRT is usually directed by the teacher, or overseen, if students are self-directing.

DIRT should follow all review feedback, but may follow immediate and summary feedback if appropriate.

DIRT should be built into curriculum planning/ lesson time.

DIRT should be differentiated.

Teachers are responsible for approaching DIRT in a way that is most appropriate for individuals or groups of students.

Verbal Feedback

Verbal feedback should be clear, accurate and precise, and accessible to students' age and ability.

Verbal feedback should be in line with subject specific feedback policy

Feedback on Literacy

Literacy codes should be used in accordance with the Literacy policy, when applicable.

Students should correct literacy errors as standard for DIRT.

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Repeated errors should be treated as misconceptions and addressed with students at the earliest opportunity.

Additional strategies maybe used to promote student autonomy. For example after reviewing books, a student may be told they have 5 SPAG errors but they must find them.

Feedback on Spoken Literacy

All teaching staff should model Standard English.

All teachers should address misconceptions of grammar use at the earliest opportunity.

All teachers should encourage students to answer in full sentences.

All teachers should model a variety of ambitious vocabulary, including subject specific vocabulary.

Monitoring Feedback: the rationale

In the classroom, it is for the class teacher to decide what immediate and summary feedback strategies are best suited to the students they teach. The common feedback strategies used by the subject specific department will be listed in their department feedback policy. Review feedback points should be in line with the department feedback policy,

Departments should be allocated time, in line with the middle leaders quality assurance schedule, to review curriculum implementation and impact, including feedback. This review will use books (if applicable) as a focus for department meetings. The Head of Department, in conjunction with the teaching team, should complete the review document (fig1). Evidence from this review should be gathered during the meeting/s and used to support the document during line manager meetings.

The review of feedback should be completed as part of learning walks. The observer should complete the Teaching and Learning Review document (Fig 2).

Policy Review

The school feedback policy, inclusive of the subject specific department policies, should be regularly reviewed for implementation and impact. Any adjustments to the policies should take place in June of each academic year.

Please see individual, subject-specific department feedback policies, in line with the whole school policy on feedback.

Review of Curriculum Implementation and Impact Including Feedback

(Focus on books/folders if applicable.)

Department:

Key Stage:

In reviewing books/folders (if applicable to your subject) the following questions should be considered?

1. Is learning linked to the goals set in the curriculum plan?
2. Do students make progress based on the tasks set and feedback given?
3. Are whole school expectation followed as outlined in the school feedback policy? Yes No
4. Is there summary feedback in line with the school Feedback policy and the subject's department policy?
5. Has review feedback taken place as outlined in the subject's department feedback policy?
6. Is feedback specific, clear and appropriate for age and ability of students?
7. Are students given an opportunity to reflect on, and/or improve their work in line with the whole school policy and the subject's department policy?
8. Is there feedback on written literacy? Evidence and impact.
9. Are books/folders used as outlined in the subject's department policy?
10. If books/folder are not applicable, consider other evidence of impact (learning walks/lesson observations/student feedback)

Department Review of Feedback:	
WWW (refer to numbers)	Evidence of Impact
EBI	Next Steps