**Kenton School**

**Policy Documentation**

**Policy: Feedback**

Responsibility for Review: Assistant Principal for Teaching and Learning

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Adopted:

Graphical user interface, chart, application, sunburst chart

Description automatically generated

**Principles of effective feedback**

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.

2. Deliver appropriately timed feedback, which focuses on moving learning forward.

3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

**Feedback should be …**

* Purposeful and sustainable.
* The crucial component of high-quality teaching.
* Designed to move learning forward.
* focused on enhancing the learning of pupils not teacher scrutiny.
* Approached systematically and embedded in curriculum /classroom teacher practice.
* Designed to improve the learner, not the work.
* Rooted in the firm foundations of effective instruction.

**Teachers should be intent on providing feedback that specifically targets the learning gaps pupils have, whether they be related to the task, subject, or self-regulation.**

1. Feedback is information given to the student or teacher about the student’s performance relative to learning goals or outcomes. The sole focus of feedback should be to further students’ learning by redirecting or refocusing either the teacher’s or the student’s actions. (Appendix 1)
2. Feedback should be meaningful, manageable and motivating. The evidencing feedback is incidental to the process. Additional evidence does not need providing for external verification. (Appendix 2)
3. Written comments in books should only be used where they are accessible to students according to their age and ability.
4. Feedback given closest to the point of work is most effective, that is, feedback given in lessons is more effective than comments provided at a later date.
5. Feedback takes various forms other than written comments and should be used as part of assessment process in the classroom.
6. All students’ work should be reviewed by teachers at the earliest appropriate opportunity so that it can inform planning and therefore impact on future learning. If work is reviewed in books it should be acknowledged by students.

**Practice:**

***Please work on the principle that the first piece of work produced by a student at the start of the term will be the weakest and from there work should improve and progress should be clear. At the start of every term work needs to be looked at, within the first two weeks, and challenged for both school and departmental expectations to ensure no regression’***

**Presentation** *Meaningful*

* Consistent use of DUMTUMS every lesson.
* All writing should be in black or blue pen.
* Drawings graphs (use graph paper and axis labelled) and tables (units in heading only) should be in pencil and use a ruler.
* Challenge untidiness and graffiti.
* ***Reduce workload - only comment when students do not above adhere to the above***

**Regularity** *Manageable*

Formative feedback and opportunities for students to respond should be as follows:

* Core subjects 4x per term
* EBACC subjects 3x per term
* Non EBACC(inc. Art) 2x per term
* Technology KS4/5 follow the guidelines from the exam board

**Effective examples for formative feedback** *Meaningful*

* Explain the strengths – what the student has done well and then a clear focus on how to improve.
* Both strengths and improvements must be linked to an assessment criterion in order to show clear progression. e.g. “to achieve a level 4 you must use connectives between sentences.”
* Empower the student, if their work is insufficient for your feedback, state this, ensure the student takes responsibility for their learning (not you).
* If the student has made insufficient progress state this.

**Quality of Feedback**

Feedback should:

* be consistently high quality and constructive
* model high standards of literacy/oracy
* be specific about strengths so that the student knows what they have done well and

can build on these areas

* identify clear and specific areas for improvement so that the student knows what they have to do to improve
* be motivating for students and promote a ‘growth mindset’
* challenge students to think at a deeper level be manageable for students to act upon.

Care should be given to the tone of feedback. Praise points should be used where appropriate to show that teachers value the efforts of students, but praise should not mask areas for improvement.

**Less effective practice**

* Feedback that is personal / about the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.
* Feedback that focuses on a pupil’s personal characteristics is less likely to be effective as it may not provide enough information to close a learning gap and move learning forward. This could distract the learner away from learning, becoming self-conscious and focusing instead on the impact the feedback has had on their self-esteem.

For example, calling a pupil a ‘natural mathematician’ will not provide any additional information that they can use to improve their performance in Maths and it could even distract them away from learning.

*‘Great work—you’re brilliant at maths!’*

*‘This is ok, but you are better than this!’*

*‘You’re a gifted historian—superb effort as always!’*

*‘This is poor work—I expect better from a student of your standard’*

**Feedback is less effective when…**

* When students do not have a strong understanding of the knowledge, skills, and concepts.
* When the teacher does not effectively assess student understanding.
* When feedback does not target specific learning gaps.

**Impact of Feedback**

Feedback should be the ‘recipe for future action’. It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Feedback is not effective unless it has had a positive impact on students’ progress. Teachers should ensure that students have been given opportunities to act on feedback and monitor whether they have used these opportunities effectively. These opportunities may take different forms according to the subject area and topic being studied, for example:

* Re-drafting sections of work in light of the feedback
* Correcting misconceptions or errors
* Answering challenge questions that promote greater depth of understanding
* Acting on the targets in subsequent pieces of work

**Responding to feedback** *Motivating*

* For each piece of formative feedback students should be given an opportunity to respond
* A recommended way of doing this is a strategy such as “pink to think”.
* To make responses (and therefore progress) clear it is recommended that students respond in green pen.
* Build this into lesson time

**Literacy** *Meaningful*

It is the responsibility of **all** teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include:

* subject-specific spelling
* explicitly teaching the genre/styles of writing that are relevant for the subject
* identify where students are making mistakes and address them directly.
* staff should follow our whole school “vocabulary” priority.
* Staff should mark to correct at least ***three*** subject spellings and ***three*** punctuation errors using the whole school marking codes. *C= Capital letter, SP=Spelling, P= Punctuation, GR = Grammar.*
* Up to ***three*** spelling errors per piece of work should be corrected by the marker and written out three times to emphasise the correct spelling.
* Each term there will be a literacy focus to address within formative feedback. Please refer to marking codes in exercise books.
* All teachers are teachers of literacy.

**Peer and self-assessment** Manageable

* Students should be given a chance to peer and self-assess at least once per half term as a minimum.
* Non EBACC subjects should aim for at least once per term as a minimum.
* Peer/self-assessment should be high quality and meaningful (for example a simple subject area mark scheme would be useful) if this is not done well it can undermine marking.
* Students should be taught to respond as a teacher would, making specific comments linked to the mark scheme or success criteria for the lesson.
* Do not accept ‘do more work’ or ‘neater handwriting’
* To reduce your workload maximise opportunities to utilise the students in peer and self-assessment.

**What might time-efficient written feedback look like in the classroom?**

Effective written feedback needs to reflect the principles of effective feedback.

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.

2. Deliver appropriately timed feedback, which focuses on moving learning forward.

3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

* It will be preceded by effective instruction (including considered formative assessment)
* Will focus on the task, subject, and/or self-regulation.
* There will be careful consideration of how pupils receive and then use feedback.

**EEF suggest that the following strategies could prove useful:**

**Live marking**

‘Live marking’—where marking is given during rather than after the lesson can be enacted in a variety of ways so that it proves an efficient approach.

**Written comments**

It is worth noting that written comments can be effective and should not be rejected by teachers because of the opportunity cost associated. Indeed, they may offer an invaluable opportunity to provide task, subject, and self-regulation feedback.

The key is to carefully consider when they are offered, ensure they include useful information and carefully monitor the time being spent on them. A teacher may not need to give them all the time, for every task, and if they are taking the time to provide them, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback.

**Coded marking**

Using the shared understanding of the ‘concept of quality’ that teachers have devised for a task.

**‘Think like the teacher’**

The quality of written feedback may be constrained by the quality of planning, editing, and reflection exhibited in pupils’ written work. Before the teacher expends significant effort on targeted written feedback, pupils could spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate). This is likely to make the opportunity cost of written feedback more of an opportunity for meaningful learning.

**Whole class marking**

Whole class marking should champion good work through ‘polaroid moments’, identify misconceptions, challenge underperformance and inform planning of the next lesson.

**What might effective verbal feedback look like in the classroom?**

Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways.

* It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion.
* Alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice
* (‘you could do with more detail in that answer’)
* It can be directed to an individual pupil or a specific group with shared learning needs.
* On the other hand, it could be offered to a whole class.
* It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone.

**One-to-one tutorials during lessons**

These tutorials are recorded electronically and shared with the student. Tutorials aim to enable and support students to take a creative and personal response to the set theme. They also allow the teacher to share examples of relevant work from students in other classes to illustrate what the students might aim for. This includes sharing work produced by older students. The teachers find that tutorials help the feedback to be personalised and appropriately timed, enabling the students to adapt what they are working on at the time rather than waiting until the work is submitted. The electronic record also supports students in continuing to use the feedback beyond the session.

**Targeting verbal feedback at the learning intentions**

Using verbal feedback that explicitly uses the language set out in your initial learning intentions and directs pupils’ attention back towards this could support more structured and focused verbal feedback.

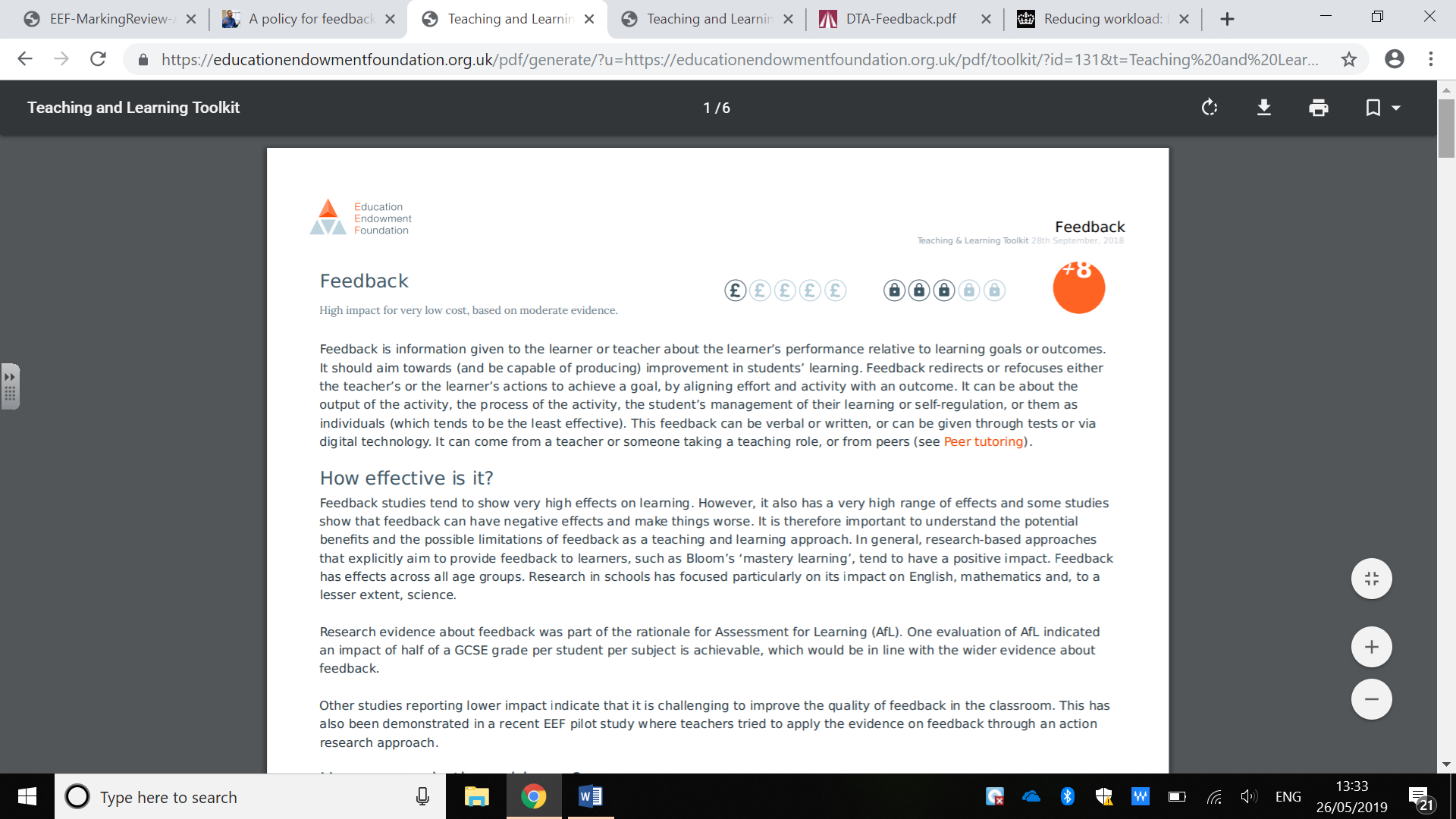
**Verbal feedback using a visualiser**

Pupils may find verbal feedback to be too abstract and separate from the task. By offering feedback whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions.

**Action points**

Pupils may find it challenging to process detailed verbal feedback. As such, encouraging pupils to write down and summarise the actions or goals resulting from a detailed verbal conversation may overcome the often transitory nature of verbal feedback (mitigating ‘I forgot what you said, Miss!’). It is crucial that opportunities are then provided for pupils to act on this feedback and close the feedback loop.

**Appendix 1 – EEF Teaching & Learning Toolkit - Feedback**



**Appendix 2 – DfE Workload Review Group Marking Report**

