



Feedback Policy – Trial 2019

Guidelines for teachers (revised February 2019)

Rationale for the trial:

To impact positively on attainment.

To improve the depth, quality and frequency of formative feedback.

To provide students ownership of their learning.

To reduce teacher workload.

The purpose of feedback:

To check for student understanding and to inform subsequent planning.

To give students an understanding of where they are in their learning and provide further guidance to enable them to improve further.

To identify and address misconceptions and praise achievement.

What feedback will look like in our books.

The majority of feedback will be given verbally as a whole class activity and one-to one. There is no expectation for the teacher to provide written feedback on all pieces of work. Where the teacher has not provided written feedback the expectation is that students will have demonstrated that they have acted on feedback (evidenced in purple pen). Most work will be marked/corrected/amended by the students in purple pen in the **majority** of lessons.

- Homework must be easily identifiable, set regularly and recorded on SIMS.
- Homework must be marked/corrected either by students acting on feedback or by the teacher.
- Literacy must be addressed.
- Presentation must be addressed.
- Formative assessment strategies will be planned for each lesson.
- Evidence of periodic summative assessments and overall grades awarded.
- Teachers will track and keep records of the progress of each individual student, using both formative and summative assessment.

There are 6 strands to the Feedback Policy:

- **Work Sampling**
- **Whole Class Work Check**
- **Modelling Success**
- **Effective Questioning**
- **Live Sampling**
- **Summative Feedback**

At *least* one strand will be planned for each lesson. Approximately every 4 lessons, teachers will alternate between conducting a Work Sample and a Whole Class Check, in order to feedback regularly. Students like to see that their work has been checked by their teacher.

1. Work Sampling

The teacher samples a number of books and records feedback for the class on a crib sheet. It is compulsory to include at least two students in each sample that fall into the following groups: under-performers in your class; PP/Disadvantaged and higher/middle boys. Whole class feedback is then provided and students amend their work, in purple, as required. The crib sheet in *most* cases will not be shown to students, it is simply a collation of notes which the teacher will use as a tool in helping to provide feedback. Teachers will use a variety of teaching methods to provide the whole class feedback. In the Geography Department all staff have a *Visualiser* and are encouraged to use this to model examples of good work.

2. Whole Class Work Check

This is where all students' work is checked to ensure that they are following all expectations e.g. purple pen, literacy, presentation etc. The teacher may wish to provide written comments or will record feedback issues using a crib sheet. Feedback will be provided to the whole class in a subsequent lesson and students will respond in purple. Appropriate support and sanctions should be applied where students are not complying with our expectations. Staff in Geography are working on live marking where they mark in class to help overcome misconceptions.

3. Modelling Success

The teacher will model the success criteria for a task/activity/exam question/method before students undertake the task. After completion of the task, and following teacher feedback, students will revisit the success criteria and act on the feedback, which will be evidenced in purple pen. In Geography mark schemes are displayed on PPT and models answers are used to show expectations for different levels on the mark scheme.

4. Effective Questioning

Effective questioning should be used to tease out the level of students' understanding. Questions should be tailored specifically to the exam Specification demands and structured to ascertain the depth of knowledge and understanding. This allows the teacher to immediately identify misconceptions and to highlight to students common mistakes made in examinations etc. Verbal feedback will be provided to groups and individuals in order for them to make progress. Students may make a note of this in purple pen where necessary. In Geography staff highlight Tier 2 and Tier 3 vocabulary and students are encouraged to refer back to keywords using the PEEL format.

5. Live Sampling

This involves the use of a *Visualiser* (camera). Students' work is selected and shown 'live' to the class (projected onto the whiteboard). The teacher may talk through and mark the students' work live, or the teacher may ask the students to provide suggestions for improvement and to explain where the work has been successful. In Geography staff are encouraged to mark at least 1 piece of assessed work live with the class and discuss why each level and mark were awarded

6. Summative Feedback

Key summative assessments will be marked by the teacher. Some summative assessments will be peer/self-assessed using a standardised mark-scheme, as directed by the teacher. Summative marks will be recorded in the teacher's mark-book as further evidence of tracking. Students should record all assessment results in purple e.g. 26/09/2018 End of Unit test B7 Hormones - 85% Grade 8.

In Geography Year 9-11 have a tracker sheet glued into books to record their unit test results.

Homework Feedback

Following feedback, students will act on the detailed guidance given and amend and mark their homework in purple. There will be occasions when it is more appropriate for the teacher to provide written feedback in green. Where necessary, homework marks will be recorded in the teacher's mark-book. All homework will be recorded on SIMS and parents/carers can access this online.

Literacy Feedback

This will often be done through 'work sampling', 'live sampling' and the 'whole class work check' methods. Individualised, whole class or written feedback will be provided. Students will check and correct their literacy in purple. It may also be done through peer assessment and peer checking.

Students must show us that they have checked their literacy, even if correct. Where specific spellings or literacy aspects *are* correct there must be evidence that this has been checked by using an appropriate method, e.g. tick in purple, underline, writing 'SP Check' in margin etc.

In Geography students have to correct spelling errors 3 times in purple.

Presentation Feedback

Presentation must be actively addressed using either live sampling, work sampling or whole class work checks. All dates and titles must be underlined using a ruler. Diagrams and tables should be completed in pencil. Students will act on feedback to correct presentation using purple pen.

Pupil Tracking (this enables feedback on performance over time)

Teachers should ensure that all formative and summative assessment marks are recorded. This evidence can be used when feeding back on pupil progress. A mark-book will typically include the following:

Homework and classwork scores

Exam question marks

End of unit test marks/scores

End of year assessment results and mock results

MEPs/REPs and prior attainment on each student.

Classcharts: displaying key student confidential information which has been pre-populated. You will need to add the REP (KS3) or MEP (KS4/5).