

Feedback Trial Guidelines
Upton-by-Chester High School

The purpose of feedback:

To impact positively on student outcomes

To inform planning/check for understanding/provide further clarification/guidance

Recognise and celebrate achievement.

Evidence shows that the most effective form of feedback is verbal. There is **no expectation** for a teacher participating in the trial to provide written feedback. However, periodic summative assessments will still need to be marked in full and an overall summative grade provided and recorded for the purposes of tracking progress.

The basics 'rules' for the trial

There is no expectation for the teacher to provide written feedback

Homework still needs to be set and recorded on SIMS

Literacy still needs to be addressed

Presentation still needs to be addressed

Teachers need to track the progress of each individual student

Teachers will still mark summative assessments e.g. assessments/mocks/tests etc.

Most work will be 'marked/corrected/amended' by the students in purple pen

It is anticipated that students will use purple pen in the **majority** of lessons

At least one feedback strategy per lesson is viable and not dissimilar to how we teach normally

Purple pens are part of standard equipment for students

There are 6 strands to the Feedback policy:

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

It is anticipated that staff will use their professional judgement and will vary the type of feedback given each lesson. It is expected that a 'Whole Class Work check' will occur at *least* once per half term.

1. **Modelling Success**

The teacher will model a task/activity/exam question/method before students undertake the task. They will provide the student with the success criteria ahead of the task. Learning will be scaffolded and will provide students with the knowledge and skills to complete the task effectively and can take various forms. After completion of the task, and following teacher feedback, students will revisit the success criteria and amend/mark in purple pen to show where they have met the criteria.

2. **Effective Questioning**

Effective questioning should be used to tease out the level of students' understanding. Questions should be tailored specifically to the specification demands and structured to ascertain the depth of knowledge and understanding. This allows the teacher to immediately and very quickly recognise and pick up on misconceptions and to highlight to students common misconceptions 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 the feedback in purple pen where necessary.

3. **Work Sampling**

The teacher samples a small number of books/work and records feedback for the whole class on a 'crib sheet'. Whole class feedback is then provided in a subsequent lesson 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 to provide the feedback. It is anticipated that teachers will use a variety of teaching methods to provide the whole class feedback in the subsequent lesson.

4. **Live Sampling**

This involves the use of the Visualiser. 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.

5. **Whole Class Work Check**

This is where the whole set of work is checked to ensure that students are acting on feedback and using the purple pen as required. The teacher may deem it appropriate to provide written feedback on a piece of work. However, there is no expectation for teachers to provide written feedback or codes on students work. Teachers will use this method to check through all work to ensure that all students are following expectations. Feedback will be provided to the whole class in a subsequent lesson and pupils will amend work in purple. A 'crib sheet' should be

compiled for feedback purposes. Sanctions and support should be applied where students are not complying with our expectations.

We would expect teachers to conduct a 'Whole Class Work Check' at least once per half term. However, given that a check is extremely quick to do, it is very likely that staff will conduct these more frequently.

6. Summative Feedback

Certain assessments and mock exams will still need to be marked in full by the teacher.

Some summative assessments may also be peer or self-assessed perhaps using a standardised marking scheme. If the test is not evident in books students should write the date, test name and their summative grade in their workbooks in purple pen.

e.g. 26/09/2018 End of Unit test B7 Hormones - 85% Grade 8.

Feedback can be given in the following ways depending on what the teacher deems most appropriate for the class.

- The teacher will take the all the assessments in and mark them all providing a summative grade. This will always occur when end of year assessments and mock exams take place. Teachers should go through the assessments with students and students will make any corrections in purple pen.
- The teacher may choose to put the mark-scheme on the board and verbally feedback to the whole class, pupils will assess their own/another pupils answers making their corrections in purple pen.
- Live sampling with the use of a Visualiser may also take place and marked live by the teacher and/or peer assessed.

Summative marks will be recorded in the teacher's markbook as further evidence of tracking.

Literacy Feedback

This will often be done through 'work sampling', 'live sampling' and the 'whole class work check' methods. Individualised or whole class feedback will be provided. Students will check and correct their literacy in purple pen. This may also be done though peer assessment and peer checking. Where spellings/literacy *are* correct students will show that they have checked their literacy with an appropriate method decided by the head of department with their purple pen. e.g. Tick in purple, underline, write 'SP Check' in margin etc.

Presentation Feedback

Presentation will be actively addressed using either live, 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.

Homework Feedback

Feedback for homework will be given verbally in the majority of cases and will mainly be peer assessed, or self-assessed. The teacher will lead students through the correct answers/mark scheme and students will mark and amend their homework. Homework marks should be recorded in the teacher's markbook.

Pupil Tracking (Feedback on performance)

Teachers should ensure that all assessment marks are stored in their mark books. This evidence can be used when feeding back on pupil progress.

A teacher's markbook will typically include the following and will be used collectively to feedback when writing reports or at parents' evening.

E.g.

Scores from tests

Homework scores

Mock results

End of year assessment results

Exam question marks

Work sheet scores

Questions for us all to discuss with each other during the trial

- How could you use 'Modelling Success' in your subject?
- How would you describe effective questioning in your subject and can you think of any examples?
- How will you make sure 'Work Sampling' is effective? How will you manage this to ensure it is a success?
- How do you see 'Live Sampling' occurring in your lessons/department?
- How will you manage a 'Whole Class Work Check' and provide whole class feedback?
- How will you ensure that you are tracking each individual during the trial? What will you record? How often will you use summative assessment in order to collate enough data for each child?
- Do you have any concerns? How can we overcome any issues?

Provisional schedule for the trial

Start Date – Sep 2018

Participant briefing/ Guidelines

Parents informed

Informal update/discussion/monitoring with participants - Start October - EBR/ARN

Half way review – End November 2018

Participant meeting to discuss pitfalls/good practice

Participants share examples of work

Participant Survey Monkey

Informal update/discussion/monitoring with participants - December/January - EBR/ARN

End date – Wk beginning 4th February

Participant meeting to discuss findings

Participant Survey Monkey

Analysis of evidence

Staff amend/ agree 'policy'

Decision made as to whether the new policy will become a whole school expectation.

Whole staff twilight to share findings

Ongoing - We encourage all staff taking part in the trial to hold informal 'chats' about the trial, with participants within and outside of their departments, so that we can learn from each other.

Staff training/Twilight week beg 25th Feb 2019

April 2019– Review policy – amend/share good practice