

The De Montfort School

Feedback Policy-parents/carers

Version Control

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Rationale

Feedback is crucial to the learning process. Research shows that when done effectively feedback has a significant impact on student progress.

What does effective feedback look like?

Feedback for students should be specific, accurate and clear and focus on Hattie's 3 key questions:

- Where am I going?
- How do I get there?
- Where to next?

Students should always have a clear idea of what they are working towards and what the identified success criteria is. Feedback should inform the student about their current performance and ensure that they are clear on their areas of strength and weakness. After feedback students should be clear about what their next steps are and how these will support them to meet the success criteria. The long-term focus should always be on improving the student and not an identified piece of work. With this in mind it is essential that we equip students with the skills to self-assess.

It is important to note that to be effective, feedback must focus on eliminating errors in future work – the sole purpose is not to make corrections to individual pieces of work at the time, but to enable improvements when moving forward for a long-term benefit. We must ensure that mistakes and errors do not continue to happen by using collaborative planning effectively to address identified areas. Additionally, it is imperative that we continually promote high expectations in relation to standards of presentation, so that students understand the importance of taking a pride in their work and focus on this each time they respond to a task. All work should be well presented, with the following:

- Blue or black ink
- A date on the left-hand side underlined with a ruler
- A title in the centre underlined with a ruler
- Corrections made using a different colour pen
- No graffiti

Frequency and types of feedback

At King Charles I School teaching staff are subject experts and are fully trained and aware of what constitutes effective feedback in their classroom. All teaching staff understand that not only is frequency of feedback important, but that activity combined with instant feedback yields the greatest impact. Teachers read students' work regularly and use a variety of the following feedback strategies ensuring that feedback always forms an integral part of every lesson.

- Low stakes quizzing combined with questioning every lesson
- Compliance laps
- Academic laps
- Think, Pair, Share opportunities
- Visualiser feedback to showcase, construct or deconstruct student work
- Deliberate practice combined with feedback
- Individual verbal feedback and discussion
- Self and peer assessment of work supported by model answers, checklists and knowledge organisers
- Mini whiteboard work
- Questioning
- Regular informal assessments
- Reading of student work followed by a whole class feedback session identifying strengths, areas of development and next steps

All of the above strategies are used to inform planning, enabling teachers to adapt and respond to students' needs. Teachers ensure that students are encouraged to take responsibility for their own improvements and progress by checking/editing/re-drafting their work following feedback. There is no requirement for teachers to 'evidence' feedback as effective feedback will be evidenced by students making fewer of the same errors and/or mistakes and by their progress in the subject.

Written feedback

What doesn't work

Research shows that the following do not work:

1. Marking every piece of work
2. Writing the same comment in numerous books
3. Asking students to action their improvements as a quick starter
4. Correcting mistakes and expecting students to correct errors
5. Lengthy written teacher comments
6. Marking every single mistake
7. Assuming every student will be able to engage with your marking
8. Providing grades or superficial/lavish praise

Spelling punctuation and grammar (SPAG)

With marks at GCSE and A Level being awarded for spelling, punctuation and grammar it is essential that work is marked for spelling, punctuation and grammar. Teachers should focus on the spelling of subject specific words as well as ensuring the students write using standard English.

Whole class feedback sessions

The purpose of a feedback session is to provide the following:

- Re-teaching and correcting of common errors and areas of weakness
- Opportunity to correct misconceptions and gaps in learning
- Timely feedback
- Development of a student's ability to self-assess
- Verbal feedback to whole class and individuals
- Time to reflect, consider and action next steps
- More effective teacher led feedback
- Feed into collaborative planning sessions to support further planning

Teachers should regularly read the students' written work and provide whole class lesson feedback. It is essential for students to spend time reflecting on and actioning improvements.

Feedback sessions should be purposeful and students should be working on their own in silence. This time will also allow the teacher to circulate and provide individual feedback for identified students.