

The Rural Enterprise Academy



Feedback Policy

Policy: Version 1

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Approved by: Governors

Reviewed

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1. Overview

- A. Marking and assessment are powerful tools that if used effectively can be one of the fundamental drivers in improving pupil outcomes and in the development of key skills.
- B. The basic principle of this policy is that feedback should be meaningful, motivating and manageable. Feedback should ensure all pupils know where they are, where they are going and how to get there.
- C. It is imperative that all feedback is matched against some form of success criteria. This may be a mark scheme in the case of feedback following a completed examination paper (or part paper). For other work the success criteria may be determined by the skill they need to develop for example. The pupil must always know how to be successful before they start a piece of work.
- D. The strategy is one that addresses the need of the child whilst still addressing the need for a work life balance for the teacher.

2. Marking – Making marking matter.

- A. Teachers are to have high expectations of all pupils and are to encourage and ensure all pupils books and folders are constantly maintained and kept to a high standard. This means ensuring that pupils are aware of the expectations and their responsibility to manage the presentation and organisation of their books/folders. All pupils need to regularly be reminded that neat and organised books/folders will be a real asset when it comes to revising for examinations. The following expectations should be reinforced across all areas and stages:

Books:

- Have a title and date that is clearly underlined.
- Careful and neat presentation of all classwork and homework (HW).
- HW is clearly labelled as HW and identifiable.
- Summative Assessments' summary available and identifiable. This should be adhered to the front of books. This should include a grade/number and a clear indication of the title of the assessment.
- Spelling, punctuation and grammar (SPAG) expectations should also be made clear to pupils via a prompt at the front of the book. This can also include additional subject specific SPAG and quality of written communication (QWC) expectations.

Folders:

- Each piece of work has a title and date that is underlined.
- Neatly presented and legible.
- In chronological order
- Summative Assessments' summary available and identifiable. This should be adhered to the front of the folder. This should include a grade/number and a clear indication of the title of the assessment.
- Spelling, punctuation and grammar (SPAG) expectations should also be made clear to pupils via a prompt adhered to the front of the folder. This can also

include additional subject specific SPAG and quality of written communication (QWC) expectations.

3. Progress/tracker

- A. Students should be able to articulate their learning journey and more importantly what they need to do to improve to move towards their challenging target.
- B. To raise awareness of this and place importance on pupils making sustained progress throughout the academic year, reference to their starting point and challenging target grade must be readily available to pupils. Ideally this should be pasted to the front of all books and folders. The summative assessment summary should be regularly updated and added to as summative assessments (minimum of 6 per academic year to match the Go4 schools data collection but likely to be more) are completed and marked. Monitoring of progress can then be checked. These summative assessments may include end of year or mock examination papers at appropriate junctures.

4. Literacy and SPAG

- A. Developing and reinforcing young people’s literacy skills is the responsibility of us all and standard SPAG codes will be used across all subject areas.
- B. It is recognised that all subject areas have an important role to play in supporting pupils and removing barriers to literacy.
- C. Responding to SPAG errors is the responsibility of the pupil but this requires very careful consideration by staff especially where a pupil has a known, diagnosed learning difficulty that will have an effect upon SPAG, for example, Dyslexia.

The Rural Enterprise Academy Feedback Policy		
You must correct these mistakes as indicated by your teacher in your work. If the teacher has only used a code and not provided the correct spelling, for example, then this means they would like you to look the correct spelling up in a dictionary. When correcting spelling mistakes please write the correct spelling out five times.		
SP	The code for:	You have used an incorrect spelling
P		The punctuation you have used is incorrect or missing
C		No use or the misuse of a capital letter
WW		You have used the wrong word
//		A new paragraph is required here
??		It’s not clear what you mean
^		Something is missing?
SE		You have not used standard English

5. Forms of feedback

Through any of the forms of feedback below, it is expected that feedback is evident every 3-5 lessons for all pupils as a minimum.

A. Checking through the use of codes and targeted questions

- i. When checking through pupils' books and folders, it is possible to provide feedback through writing codes and targeted questions which is quicker for the teacher, but gives pupils a clear understanding of what they have done well and what they need to do to improve and develop.
- ii. Checking does not always have to be done by the teacher and when appropriate this can be done through self, peer and class checking (in green pen), but always using the appropriate codes and targeted questions to ensure consistency and understanding. This promotes active learning (responsibility and independence) and metacognition (self-sufficiency).

B. Verbal feedback

- i. This can be a very powerful tool, it provides instantaneous feedback to pupils (when appropriate) to question and deepen a pupil's understanding on how they can improve their work.
- ii. When verbal feedback is given, getting pupils into the routine of writing these developments into their work (in green pen) will easily demonstrate how feedback has led to improved pupil outcomes/progress. This promotes active learning (e.g. listening), encourages resilience, supports metacognition and highlights the importance of planning.
- iii. Teachers will also need to keep a record of their feedback – a summary of whole class feedback should be recorded so a teacher can evidence this very powerful form of formative assessment.

C. Written feedback

- i. Effective marking gives us the opportunity to show pupils that we value their efforts whilst providing them with reflective/informative comments on how to make their next steps. Pieces of work that are marked or are marked in greater detail should help to develop individual dialogue between the pupil and teacher.
- ii. The comment, where possible, should be personalised, may refer to a level/grade they achieved, pre-planned set of success criteria or a learning objective/outcome. It should highlight a minimum of one thing the pupil has done well.
- iii. The target set could incorporate questioning to encourage the pupil to reflect upon their work and how they could improve it. This will challenge, stretch

and develop the pupils' thinking whilst creating personal dialogue between the pupil and the teacher. There should be a minimum of one thing the pupil could improve upon.

- iv. It is important to keep the comment and target short and specific as well as clear and in language that the pupil will be able to understand. You can incorporate this throughout the pupils' work rather than having a block of writing just at the bottom (you don't need both). Think – 'stars and a wish'; 'what went well (www)' and Even Better if (EBI).
- v. This type of feedback might consist of a whole class feedback sheet where strengths are identified and common misconceptions are addressed.

6. Dialogue

- i. The learning process is 'Input-Process-Output-Reflect' and without reflection it is very difficult to have genuine learning. Therefore having time to reflect must be an integral part of the learning process. It allows us to understand more about ourselves and how we learn, but it also aids us in improving academic skills.
- ii. Lesson time could be made available for pupils to reflect on their work by noticing and correcting their own mistakes through a range of activities, where they develop resilience, active learning, metacognition and planning.
- iii. Including time for Dedicated Improvement and Reflection Time (DIRT) and Check Our Work (COW) is powerful in terms of cementing learning because it is as immediate as possible with the teacher there to help with any misconceptions.

7. Summative Assessment

- A. In addition to the feedback described above, detailed summative assessments using grades that are compared to challenge grades should take place. It is expected that summative assessments use written feedback and is evident and demonstrated a minimum of six times a year (approximately each half term). Summative assessments, precisely because they are a summary of where that pupil is at that particular point in time, are recorded on Go4schools and then feed into Progress 8 and Attainment 8. They must therefore be an accurate assessment at that point in time. (**Summative assessments** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period-typically at the end of a project, unit, course, semester, program, or school year.)
- B. The choice of key assessments is at the discretion of the subject area and can be in a variety of forms to include: written, oral or practical, or a combination of, that can be completed over one or two lessons. At certain junctures assessments may well be more formal and perhaps in the form of an examination under examination conditions with pupils completing the examination in the sports hall (or another venue as appropriate to the pupil).

- C. These key assessments will be marked in detail (as described) in relation to clearly explained and defined learning outcomes/success criteria for the identified piece of work or against subject specific examination and specification guidelines and recorded on Go4schools. If marked against a generic examination mark scheme this should be shared with pupils before the assessment takes place so they are well aware what is required.
- D. Marking should focus on literacy, alongside detailed, constructive comments and targets.
- E. Time should be allocated for pupils to read the teachers comments and respond/improve if necessary for this type of assessment.
- F. Subjects are encouraged to use assessments that imbed and develop pupils' abilities to prepare for linear examinations and give the opportunity to embed the appropriate level of key language, skills, knowledge and understanding that is required at GCSE, BTEC or A Level.
- G. All other class and homework to be marked, though in less detail, using a variety of Assessment for Learning (AfL) and formative assessment strategies. Please set up your Go4schools mark book to ensure that all marking (not just summative assessments) is recorded and can then be used proactively to inform an accurate Expected Outcome (EO), planning of lessons and appropriate interventions.
- H. It is always expected that the first summative assessment of a new school year is completed in a timely manner and entered on Go4schools to ensure there is an understanding of how the pupil is progressing, which will help to inform reporting.
- I. There should be at least one assessment entered every half term along with an EO for each pupil in Year 10 and Year 11 with EOs for Year 9 from after Christmas.

8. Whole Academy Feedback Poster

- A. The whole school feedback poster should be displayed in all classrooms and where appropriate and a copy should be pasted into exercise books. The use of the poster will help to ensure consistency across the academy for staff, pupils and parents; as such it should not be amended.
- B. The poster should be displayed on the wall of each classroom. A placemat version may be applicable at certain times, especially for self and peer assessment or when the teacher is feeding back to pupils. It will help pupils understand how they can improve their work when opportunities arise.
- C. If a subject area wishes to further personalise feedback and additional sheet can be produced where any additional codes and targeted feedback sentences can be created. This can then be stuck in pupils' books so they can easily access it.

9. Rewards

Always reward effort through the use of positive points.

<p>CODES - used for checking class work and pupils' notes</p> <p>UNDERLINE AND ? – work underlined and then a question mark means there is a mistake or misconception</p> <p>EV – there is evidence/evaluation missing</p> <p>EXP – you need to fully expand and explain to develop your answer</p> <p>I – this work is incomplete and you need to finish it</p> <p>PP – the teacher is awarding you one positive point (It may be more than one)</p> <p>✓ - the teacher has checked this</p>		<h1>Feedback</h1> <h2>What does it mean?</h2> <h2>What you are expected to do?</h2>		<p>STANDARDS – what you are expected to do before and following feedback</p> <p>A Title and date for each piece of work must be underlined using a ruler</p> <p>All work must be neat and tidy</p> <p>Showing progress - On the cover of each book/folder your starting point and challenging target grade/level must be visible. This will be regularly updated and added to as summative assessments are completed throughout the year. This means you can check your progress.</p> <p>Written feedback:</p> <p>Comment - a teacher provides at the end of some pieces of work will highlight things that you have done well.</p> <p>Targets - a teacher will normally provide a target to encourage you to reflect upon your work and how you can improve it. This may be in the form of a question or a code.</p>	
<p>TARGETED FEEDBACK – Pushing progress</p> <p>TF1: What other key words could you include?</p> <p>TF2: Check your grammar/spellings and make corrections</p> <p>TF3: Next time I would like you to attempt the extension activity</p> <p>TF4: What do you need to do to improve your work?</p> <p>TF5: Develop your answer, 'so what'</p>		<p>VERBAL FEEDBACK</p> <p>You should use a GREEN pen to make improvements to your work – this should also follow verbal feedback, self or peer review.</p>		<p>STUDENT DIALOGUE</p> <p>You should reflect on your work by noticing any comments/targets or codes and then correcting your own mistakes. This may be done through COW or DIRT or in your own time. The teacher will let you know which.</p>	
<p>DEVELOP YOUR SENTENCES</p>		<p>STRUCTURE YOUR ANSWERS</p>		<p>Literacy Codes</p>	
<p>This leads to However</p> <p>As a result In addition</p> <p>This causes Furthermore</p>		<p>Identify: List, label or locate</p> <p>Describe: compare or summarise</p> <p>Explain: Why? Because</p> <p>Apply: Modify or predict</p> <p>Link: Justify or evaluate</p>		<p>Sp Spelling mistake // New paragraph</p> <p>P Punctuation ? Unclear</p> <p>C Capital letter ^ Something missing</p> <p>WW Wrong word SE Standard English</p>	