Feedback Policy 2020 - 2021

1. Aim
This policy aims:
- To help students reach or exceed their full academic potential.
- To establish a broadly consistent approach to the way a learner's work is fed back, so that pupils feel valued and have a clear understanding of how well they are doing and what to do to improve further
- To help teachers use their feedback to inform monitoring and future planning.

2. Objectives
To achieve this aim, there must be a uniform approach across the school. At present, teachers provide feedback as follows:
- Years 7-9 according to the mark scheme put in place in the department which allows teachers to provide students with a numerical working at grade and exam grade.
- Years 10 and 11 according to GCSE 9-1 grades

All students should know:
- the Green Pen Policy: (thorough proof reading and editing of work before submission)
- their successes within the assessed work and how to improve their work
- DIT: How and when to use the opportunities to act upon the advice given
- their grade for the last term's unit of work
- their most recent exam grade

3. Strategies
- To plan for good learning, teachers need to be aware of the areas of weakness in student learning, as well as what students already know and understand. The identification of curricular targets and base lining supports this.

    o **Base lining** – at the start of a new unit of work, teachers should ascertain what pupils specifically already know and understand.
    o **Curricular targets** – identified from a range of sources, curriculum targets identify typical areas of weakness in students' learning, and become a focus for improvement. These will be set as:

    Years 7-9   Students are given target grades for each subject for each term. These are RAG rated. Students are also given targets from their teacher on each of their termly reports.

    Year 10 and 11   Expected Progress Grade and Aspirational Progress Grade

- Together, this knowledge will inform the planning of learning objectives and learning outcomes by teachers for whole year groups, sets and individuals

To support learning, students need to know in advance what they are learning, what they will be expected to do and how they will receive feedback on their work.

Every lesson should be based on Rosenshine's principles of instruction: reviewing material, questioning, sequencing concepts and modelling and stages of practice (see Teaching and Learning booklet).

- **All teaching** must be with support and scaffolding activities and resources must be put in place to ensure that all pupils make progress.
- **Learning outcomes** – should be shared. These will focus on what the students will be doing, making or producing.
- **Success criteria** – the assessment criteria against which different pieces of assessed work will be fed back should be shared and can also be used for **peer/self-assessment and the formal assessed piece of work.** These criteria may be generated in conjunction with the students or by the teacher/department as appropriate.

Modelling – before starting a task, pupils find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

Formally assessed pieces of work – Within each year of the planned curriculum, departments will identify 3 key pieces of work for more in depth, quality feedback that should assess the recent learning. These can be in the form of an exam or a key assignment. These must also be given a numerical grade and the results reported and analysed according to the school's tracking calendar. Subjects may need to identify additional opportunities for quality feedback to take place.

- **Success criteria** will be shared with students and at the end of the marking process it should be clear to the pupil "what they have done well" and "what they need to do to improve".
- Comments will be positive and subject specific – (see Feedback Process, below). Students will also be given the opportunity to improve their work (DIT) on these pieces.

Why is feedback so important?

M	Motivation – students are more likely to be motivated to make improvements if feedback is regular and formative.
A	Assessment for Learning – students know their grade for the work and how to make improvements.
R	Regular feedback to inform teachers, students and parents of progress.
K	Knowledge and understanding can be checked and corrected by the teacher.
I	Independent learning – comments by the teacher in the form of questions can promote research.
N	Needs of individuals – SEND students are catered for as teachers give feedback and guide according to ability and SEND support plan.
G	Gain – students can receive rewards for effort or achievement with their book work.

4. THE FEEDBACK PROCESS

WEEKLY HOMEWORK
- Homework should be set each week according to the HW Timetable.
- Regular feedback should be given to students on their homework.

FREQUENCY OF FEEDBACK
This should take place every <u>fortnight</u> in all subjects.

A focus across all subjects should be literacy and, where appropriate, numeracy, and there should be particular attention to extended writing pieces.

Feedback for work will not be carried out as regularly during exam week, assessments will take precedence.

HOW TO FEEDBACK

HODs will identify how specific homework should be fed back using one of the following:

a. Diagnostic feedback.
b. Student self or peer-assessment using the same format as the teacher's.
c. Attainment – fine grades.

a. Diagnostic feedback
- This should be thorough and detailed.
- This should inform the teacher and student of learning progress, identify the next steps and how they can best be taken.
- Should inform teacher planning.

This style of feedback should be used to assess extended writing pieces, formal assessed piece and examinations. Teachers should give:

1. TWO good points/stars – two strengths of the piece of work.
2. ONE "even better if"/wish – one improvement that could be made to raise attainment. This could be in the form of a question so that students can carry out extra research.

3. In addition, formal assessed pieces and examinations should have a fine grade.

b. Group feedback sheets
- These will be used to give feedback to a whole group on a topic/activity. For example: areas of misconceptions, areas of success, areas to revisit, areas to improve, spelling mistakes, praise for individual students, etc.

c. Student self or peer-assessment
- This can be used when specific success criteria has been shared with the pupils and they are able to fully and effectively assess the work themselves
- Success criteria should be clear and pupils should use the same format as the teachers when giving feedback. (2 stars and a wish)

d. Verbal feedback
- This can ensure that feedback is instant, incisive and motivates students to improve their work immediately.
- It can provide more specific feedback and encouragement

e. Attainment – Numerical grades
- It is important for teachers, parents and students to know periodically how well the learning is going and what still needs to be done.
- Students need to be clear about what they need to do to progress and equally should be clear about the expected progress they should be making through the key stage. Students are able to track their current attainment against their target grade each term.

In order to support this process:
- Formally assessed pieces of work will be awarded a numerical grade.
- Effort – pupils of all ages and abilities say they like to see effort acknowledged. Effort though crucial for learning success, is distinct from attainment and is personal to the individual. Effort can be acknowledged, amongst other awards, by the granting of merits, stickers and through positive written comments by the teacher.

QUALITY CONTROL/MODERATION
- In order to ensure the consistent application of standards and to support the sharing of good practice, departments will sample (e.g. top, middle, bottom) formally assessed pieces of work for moderation.
- Time for this will be agreed by departments and may include department meetings, twilight time or other non-contact time. It will not always be possible to formally schedule this within the meeting calendar, but it is expected that staff will undertake this activity as part of their professional duties. Examples of standardised work should be retained and shared with students as part of the learning process, and can form part of the department's feedback evidence base.
- Subjects using portfolio work should ensure that evidence of all feedback (formative, peer and self-assessment) is retained and can be accessed by both Heads of Department and SLT during book scrutiny cycles.

TRACKING STUDENT PROGRESS
- Departments will retain centrally numerical grade awarded to formally assessed pieces of work.
- Action should be taken to recognise student success and share related good classroom practice, as well as to support underachievers and address areas of concern.

DEPARTMENTAL FEEDBACK

It is for departments to decide upon a consistent approach to feedback in their subject area within the school's Feedback Policy. Feedback procedures must be explained to students and parents at the beginning of the year. It is always useful to provide them with an overview of what they will be studying for the year.

TARGET GRADE

Tracking sheets may be used by departments if included in their Departmental Feedback Policy. The tracking sheet should be attached to the inside cover of students' exercise books with the target grade clearly written.

The KS3 and 4 Tracking sheets should be updated following each track:

1. Y7-9 –current attainment in the form of a numerical grade
2. Y10/11 - Grade current attainment
3. Previous target – evidenced and dated
4. New SMART target set
5. Evidence – agreed and teacher signature

KS3: Students will receive 3 reports a year which will indicate their progress in each subject. However, it is essential that they understand, via feedback, if they are making progress all year round.

FEEDBACK OVERVIEW – RESPONSIBILITIES	
Role	**Responsibility**
Teachers	• **As required by departments, students have the target grade clearly displayed on the front inside cover of their exercise book/folder.** • **Feed back at least once every fortnight; formal assessed pieces and other key pieces to be deep and diagnostically marked.** • **Award students a grade for the section of work (agreed by the department) in their books/folders (class and homework).** • **Advise students on how to improve their grade for the section of work in their books/folders.** • **Provide designated improvement time (DIT) to allow pupils to act upon advice given and improve the quality of their work.** **Share good practice with feedback in meetings.**
Teaching Assistants	• **Read through the comments written by teachers in order to guide any SEND students in the class.** **Use the notation of Sp, Gr, P and // etc. during the lesson if required. This can be marked on students' work.**
Students	• **Put your best effort into book work.** • **Green Pen your work carefully before submission** • **Read comments written by teachers** **DIT: Respond positively to comments written by teachers, complete corrections and respond to the teacher's comments as directed** • **When advised, self-assess work using success criteria.** • **Peer-assess work fairly and responsibly.** • **Catch up on book work after absence.** • **Keep standards of presentation of book work high.** • **Do not graffiti on the cover of the exercise book or journal. It should only show your name and class details.** **If you forget your book, you should complete work on paper in class and copy this up into your book at home. This should be shown to the teacher in the following lesson.**
Parents/ Carers	• **Read through the comments written by teachers once every fortnight.** • **Support the school in checking that students are organising their books and check that students are packing the correct books and equipment for each day of the week.** **Provide a school bag that can accommodate books comfortably.**
Heads of Department	• **Standardise and monitor the feedback of their department members closely and action any issues immediately. This should take place formally 3 times a year and**

	the results noted on the Teacher Profile and via monitoring in Line Manager meetings.
SLT	● Check on the feedback in books 3 times per year. ● Provide feedback to ensure a consistent approach across the school in line with the Whole School Feedback Policy.
Governors	● Be aware of the Whole School Feedback Policy. ● Listen to feedback on the implementation of the policy.

Policies and Codes used by pupils and teachers -

- To encourage you to self-edit – to remove errors and improve the quality of your work
- To ensure that you look back and reflect on your work
- To distinguish your corrections from those of your teachers

Please can you make sure that you are including the green pen policy in **ALL** Homework tasks, key assessment pieces and as directed by your teacher during lessons.

TASKS:

1. Use your green pen to proof read your work and correct errors:
a. Proof read out loud to check punctuation and fluency.
b. Look at the **quality** of your work, paragraphing, vocabulary choice, sentence structure, spelling and grammar.

2. If you need extra guidance or help, now is the time to tell your teacher – ask for help or advice.

3. Indicate you have used the green pen policy by signing the piece of work with your initials.

'DIT'
DESIGNATED IMPROVEMENT TIME

This is specific time given to you to improve the **quality** of your work following feedback from your teacher or peers by using a purple pen.

Remember to aim high and really try to improve your work by **acting upon their advice.**

SP	check spelling. ● Regular spelling tests should be routine at both KS3 and KS4 in all subjects, with poor performance followed up ● Spelling logs should be used to allow students to record frequently mis-spelt words, either generic or subject specific
//	new paragraph
P	punctuation required (mostly a comma or full stop)
C	capital letter here
T	tense confused
^	word missing
FS	full sentence required
?	meaning
V	use a better word
L	subject specific language required
GP	have you green penned your work?
VB	verb conjugation (MFL)
	other subject specific symbols may also be used

All the above is standard and applicable to all departments with the exception of the English Department whose major concern is teaching literacy and will need to observe different elements of challenge and correction on a regular basis.

Always use a <u>black</u> pen – this is a requirement in all external examinations
Draw in pencil
Use a ruler where necessary
Always provide a heading and date for your work
Draw a neat line through an error
Underline all headings
No correction fluid
No gel or felt pens
No graffiti or doodling on your books or journal

SPEAKING AND LISTENING SKILLS

Students should be able to identify the success of any oral/Speaking and Listening activity or presentation (e.g. PowerPoint) in the classroom.
Below is a document to assist the in-class assessment procedure:

SPEAKING AND LISTENING ASSESSMENT	STUDENT PARTICIPATION		
SPEAKING AND LISTENING OBJECTIVES	KEY CRITERIA	EVIDENCE	SCORE 1-5 *
1. My information is interesting, informative and relevant to the activity set	● I display good subject knowledge and understanding. ● There is clear evidence of my research. ● This encourages class discussion		
2. My information is convincingly interpreted; my ideas and feelings clearly conveyed	● My content is accurate. ● My audience can understand my point of view/can ask relevant questions		
3. I demonstrate excellent use of good Standard English	● My use of language is challenging, appropriate to the subject and confident		
4. I speak with clarity and fluency. I include technical terminology	● My language is clearly spoken, uses interesting vocabulary and avoids 'fillers' (er, um, like, kind of)		
5. My voice is confident, clear and my body language is self-assured.	● I stand tall, my head is held high with good eye contact and my voice projects outwards ● I look up and do not read from the paper/power-point		
6. The audience engage with the classroom discussion/presentation	● Others listen closely and provide interesting and perceptive responses. ● Everyone is involved.		
7. The class respond with challenge to my thinking	● The audience initiate and develop ideas presented on the topic in discussion		

8. Group work – all members have dedicated roles	● Everyone contributes to the group; everyone is involved. The group have worked well as a team.		

* 5 =Outstanding   4 =Very good   3 = Good 2 = Satisfactory 1 = More development needed

Assessing Student Writing:
- Encourage students to plan ideas before they write and organise logically to create some sense of whole text structure
- Students should address purpose and audience throughout
- Instruct students to carefully select language for clarity and impact
- Students should have a clear sense of depth and detail
- There should be efficient use of writing structures for written tasks where appropriate E. g PEEL, PETER, PEE, SOY. These should be modelled and used for the development of student response
- Students should skilfully link sentences and paragraphs to create fluency
- Students should be encouraged to use a variety of sentence styles
- They should be helped to use punctuation for accuracy and impact
- All work should be edited using a green pen to show independent reflection
- Handwriting should be neat and legible

Assessing Student Reading:
- Encourage students to show a confident engagement with a variety of texts
- All should be able to explain a writer's viewpoint offering supporting textual detail and quotation
- Students should identify and comment upon features of a text – eg structure, language and devices - using relevant evidence
- All students should read widely for interest and as a model of carefully crafted writing in order to improve their own written work
- Students should read aloud with engagement and expression
- Wider reading should be supported, perhaps by relevant reading boxes in the classroom.

Assessing /Improving Student Spelling:
- Spelling tests should be routine at KS3 in all subjects, with poor performance followed up
- Correct spellings of key words/subject based terminology should be displayed in classrooms
- Spelling logs/Glossaries should be used to allow pupils to record frequently misspelt words, either generic or subject specific
- Spelling should be corrected initially by the student with a green pen
- Corrections should be carried out by the teacher by using 'sp' or ringing the misspelt word.
- If the word is repeatedly misspelt in the same piece, only write the word correctly once and 'ring' the word thereafter. However, this must be followed up.

- Persistent misspelling of a word – the teacher should write the correct word in the margin so that the student can visualise the correct spelling
- Encourage students to see common letter combinations to assist with the spelling of new or commonly misspelt words:
  - ➢ 'ie' words – believe/ fiery
  - ➢ 'ei' words – deceive/receive

St. Ursula's Convent School

Dyslexia Friendly Status Feedback and Assessment

Aims:

St. Ursula's is committed to providing Quality First Teaching and a dyslexia friendly environment as a basic entitlement for all learners.
As a school, we value the needs of all learners and foster a positive attitude towards pupils with specific learning needs including dyslexia. We aim to teach all learners how to build on their strengths and minimise their weaknesses by bypassing their barriers to learning so that they are empowered to be the best that they can.

Dyslexia Friendly Status Marking and Assessment Guidance

Typically, students with dyslexic-type difficulties will present with the following:

Difficulties	Assessment/Marking guidance.
1. **Writing organisation**: They will tend to be more able and may be at easy discussing ideas than putting them into words. Research shows dyslexic students tend to think in a holistic, non-linear way i.e. a big picture, which is difficult to convert into the sequential, linear nature of words.	**When assessing their knowledge and understanding,** it is recommended: ● They're more closely observed during discussion and practical work ● They are encouraged to plan for writing using mind mapping and other visual techniques such as flowcharts.
2. **Processing Speed:** They will tend to take more time in their writing, often due to laboured spelling and/or handwriting, as well as an inability to organise their thoughts in a linear, sequential way. A supporting timing system can be used to track their progress and build up evidence for formal assessment/examinations:	● Discretely provide the student with **up to 25%** extra time by pre-arranging a system whereby they can spend time in the following lesson 'finishing off'. ● Set up a system where they mark where they were up to during the standard time given, such as by placing an asterisk in the margin.

3. **Spelling**: They will most likely struggle particularly with spelling. They will be conscious of this difficulty and generic comments criticising these areas of their writing will have a negative impact. A more constructive approach is to: □	● Some pupils get so worried about spelling that they don't write much and no one knows that they have good ideas and that they understand things. Sometimes it helps to encourage pupil to write down the first letters of the word and draw a small line after the letter. They can go back and complete the word later. ● There are times when they don't know that their spelling is not quite right but they don't know how to get it right. Advise the pupil when going over her writing to use a pencil or highlighter pen to mark the words that she wants to check. Then she can find out how to spell the words. ● Mark the content rather than presentation. ● When marking **praise for two correct spellings, target two incorrect spellings and use these errors as teaching points.** Suggest a way of avoiding the mistake in the future – for example, the similarity of the spelling to other known words, or the 'tricky bit, that has to be learnt. ● Teach the spelling of subject specific words. Do not overload pupils. ● Give all pupils a list of subject specific words to be stuck into their exercise books for reference. ● Have list of subject specific words on display in the classroom
4. **Handwriting/Presentation**: They will often struggle particularly with handwriting, sentence structure and punctuation. As with spelling, they will be conscious of this difficulty and generic comments criticising these areas of their writing will have a negative impact. A more constructive approach is to: □	● Provide specific, simple advice on improvements, such as "Try to write on the lines." ● Discreetly provide opportunity for the writing to be word processed ● Provide use of a scribe, away from the rest of the group, for all or part of the writing. ● Discreetly ask them to read through parts of their work that are particularly illegible.
5. **Proofreading:** They will often have a clear vision of what they intended to write and will tend to habitually 'fill in the gaps' when they	● Make time for a 'learning conversation' in which they can read through their work with a teacher or TA. Post-its could be added for parts they have missed.

proofread. They may also produce long rambling sentences. They will struggle to independently see their ideas are not fully or accurately expressed.	