EFFECTIVE FEEDBACK POLICY

This policy applies to secondary schools within the Lionheart Educational Trust

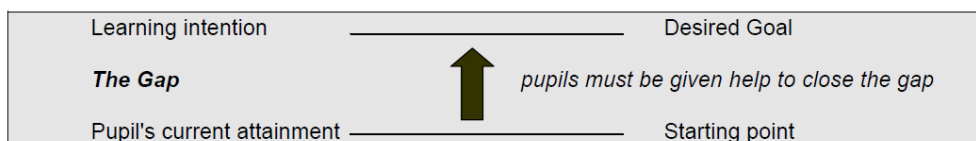**Approved by Trust Board**
January 2023 – 2024

Feedback Policy

'One study estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes' (Sutton Trust, 2011)

Our Principles

1. Feedback is most effective when it is given regularly and promptly.

2. Feedback is most effective when it focuses on the learning objectives and evaluates performance against the stated success criteria.

3. Comments should be constructive and include our character vocabulary.

4. Key assessment tasks will be identified in schemes of work and these will be marked with grades, as appropriate, so that students know the level at which they are currently working.

5. Written comments on key assessment tasks will clearly identify targets/next steps for learning and be challenging, achievable and time related.

6. Students will record targets and next steps for learning. Lessons will have time systematically built in for personal reflection and 'closing the gap'.

Learning intention	———————	Desired Goal
The Gap	⬆	*pupils must be given help to close the gap*
Pupil's current attainment	———————	Starting point

7. Work will be marked for 'language for learning' according to the policy.

8. The quality of written work will be monitored via the Basic Standard and appropriate challenge/sanction will be enforced if the quality of students work does not adhere to this. (See Appendix B)

Whole College Procedures

1. **Feedback is most effective when it is given regularly and promptly.**
   a) Work will be monitored regularly.
   b) Students should receive written or verbal feedback (on average) every 5 lessons.
   c) When receiving verbal feedback, students should make an appropriate written reflection in their work.
   d) Submitted work should be returned to the student within 1 week of submission. Exam marking may take longer, so time should be allowed for moderation/ standardisation.
   e) Trial examination grades will be collated centrally before returning to students.
   f) In instances where hybrid or remote learning is delivered, feedback should be given in line with onsite teaching (on average) every 5 lessons.

2. Feedback is most effective when it focuses on the learning objectives and evaluates performance against the stated success criteria.

a) Feedback needs to relate to the learning objectives and will evaluate performance against the stated success criteria.

b) Giving marks out of ten, or a percentage should be avoided (except on agreed pieces), as this can lead students into ignoring advice and targets and do not show students how to make progress.

c) Feedback will identify strengths of the work in relation to the learning objectives, and may use the acronym www (what went well)

d) Feedback will highlight identify students' individual next steps and may use the acronym ebi (even better if)

e) Some work may be self or peer-assessed where students identify strengths and weaknesses of their own work in-line with the agreed criteria.

3. Comments should be constructive.

a) Teachers need to be aware of the impact that their comments, grades and marks can have on students' confidence and motivation.

b) Teachers should include character vocabulary when commenting on students work to support student wellbeing. These words can be found as appendix A.

c) Feedback will contain purposeful praise, be constructive and encouraging. It will highlight successes.

d) Where there are problems with learning, written guidance will advise students how to 'close the gap'.

e) A student's performance should not be compared with others. The only comparisons should be with the student's own previous performance.

f) Generic comments (eg 'try harder' or 'keep it up'), should be avoided.

g) When peer-assessing, students must be encouraged to consider the impact of their comments to ensure they are both purposeful and sensitive.

h) Comments should promote high expectations for **all**.

4. Agreed pieces of work, as identified in the schemes of work, will be given grades as appropriate.

a) Each department will demonstrate when key assessments (and other forms of feedback) will take place using the *Departmental Feedback Schedule.*

b) At least 2 key pieces must be completed each half-term, using assessment criteria and should include formal written feedback which provides clear advice for improvement.

c) These key assessments will form the basis of the 'current grades' required for the data snapshots.

d) Teachers should record all student marks and include with class data in their Portfolio.

5. Written comments on key assessment tasks will clearly identify targets/next steps for learning and be challenging, achievable and time related.

a) Feedback from teachers will be written in red ink.

b) Good quality feedback will help a student to improve by showing them what they need to do to move their work on to the next grade.

c) Advice needs to be specific and clear; 'closing the gap' lesson time must be built in.

d) Prompts and scaffolding can be used to aid clarity.

e) Students should be familiar with what is required for work at different grade levels; teachers should make use of exemplar work.

6. **Students will record targets and next steps for learning, lessons will have time systematically built in for reflection and 'closing the gap'**

a) Time should be allocated for students to correct or improve work after written feedback has been given.

b) During 'closing the gap' time students should articulate and record a personal target for focus in their next piece of work, based on teacher feedback.

c) 'Closing the gap' time should be embedded in all schemes of work and sequences of lessons.

d) Students should close the learning gap using green ink.

7. **Work will be marked for 'language for learning' according to the policy**

a) Whole college coding should be used by all subject staff and displayed in each classroom.

Symbol	Meaning
Sp + circle around mistake	Spelling mistake
P + circle around mistake	Punctuation missing or incorrect (including incorrect use of capital letters)
//	New paragraph
ᾱᾱᾱ (one wavy line)	Awkward expression
^	Omission /add in this point you forgot
✓	Well written section
✓✓	Excellent points / writing

Note: Where **multiple** errors occur throughout written work mark for language for learning in the **first paragraph only** and then build in time to 'close the gap' with a specific focus on language use. This will prevent students from becoming de-motivated by having too many 'corrections' to learn and avoid repetition from staff.

8. **The quality of written work will be monitored via the Basic Standard**

a) Students must not graffiti, doodle or scribble on their work, worksheets or resources. Errors should be neatly crossed out.

b) Students should always clearly title and date their work and unsure that they finish pieces of work so that notes can be used in the future as revision resources.

c) Handwriting must be clear and easily legible

d) Diagrams and pictures should be drawn carefully with a sharp pencil and ruler.

e) Teachers should support students to fix/attach any loose worksheets or resources.

f) The quality of written work must be valued and taken care of by students.

Roles and Responsibilities

Subject Teacher	Department / Faculty
• Know which key pieces of work will be formally assessed • Ensure written work focuses on learning objectives and outcomes • Provide written feedback that highlights strengths and identifies the 'next steps for learning'. • Give students time to reflect on the feedback, and 'close the gap'. • When delivering hybrid lessons, use the appropriate platform to provide written feedback on key assessed pieces.	• Monitor the quality and consistency of marking and written feedback. • A scrutiny of work should take place across all year groups at least twice a year and issues discussed within the department. • Ensure moderation and standardisation of work takes place across all year groups. • Completion of *Departmental Feedback Schedule*. • When learners are learning remotely, ensure that written feedback is completed remotely on electronic platforms used.
Success Criteria	**Action/By whom**
We have successfully implemented our policy when: • Work sampling shows that our principles are adhered to. • Students know and are able to talk about their next steps for learning.	• Work sampling undertaken by Subject Leaders and Senior Leaders • Student voice activities led by Subject Leaders and Leadership. • Line management meetings to discuss progress.

APPENDIX A

Resilience	Determination	The ability to face challenges, even if they may be daunting. Appropriate trying things even if they may fail.
	Ability to bounce back	The ability to recover from difficulties and have another go; to pick yourself up even when a challenge gets the better of you.
	Persistence	Not giving up when something is difficult, or you'd rather be doing something else.
	Positivity	Keeping a level head and believing that things will work out alright and that you are in control to change things for the better.
	Effort	Giving everything you do a good go and to the best of your ability.
Resourceful	Self-motivated	Being responsible for your own learning and for achieving things and believing that through your own actions you can achieve
	Proactive	Thinking ahead so that the best-laid plans are in place
	Organised	Ensuring you have all the resources you need to complete a task, and have completed everything you should have done.
	Curious	A strong desire to know or learn something. Asking questions to learn more.
	Problem-solver	Thinking around a problem or outside the box to create a solution or happy medium
Reflective	Thoughtful	The ability to understand other people's feelings and find the best way to help or comfort them when they need it
	Reasoning	The ability to think, talk, and write about things in a logical, sensible way. May involve seeing other points of view.
	Questioning	Asking questions if you're unsure. Asking questions to develop deeper understanding and asking why
	Critical	Offering advice and feedback in a sensitive way to help improve a situation or piece of work.
	imaginative	Forming new ideas, images or concepts.
Reciprocity	Collaborative	The ability to work together, allowing others to join in and not limiting yourself to certain people. May involve compromise and self-sacrifice.
	Supportive	Helping others to feel relaxed and comfortable by
	Communicative	Listening politely and respecting people's ideas. Sharing your own ideas freely and clearly with others.
	Respectful	To show kindness and consideration to everyone. To recognise other people's feelings and beliefs.
	Approachable	Involves trust, generosity, sharing and empathy.

APPENDIX B

BASIC STANDARD

We must ALL value the hard work that you and your teachers put into your school work. Your work needs to be clear, neat and well-presented. Your curriculum is progressive- this means that the work you do in Key Stage 3, will be important in Key Stage 4 and the work you do at Key Stage 4 will be important at Key Stage 5. **You must be able to review, revise and recall your work.**

Your work in exercise books, portfolios, folders and sketch books MUST meet the **BASIC Standard.**

You should:

- ✓ Write in dark blue or black ink only
- ✓ Write a title and a date and underline both with a ruler
- ✓ Draw diagrams or pictures with a sharp pencil and ruler
- ✓ Neatly cross out any mistakes with a single line
- ✓ Take care with spelling, particularly key words- use a dictionary or ask if you are unsure.
- ✓ Use a green pen to correct your own work when doing self-assessments, peer assessments or closing the learning gap.
- ✓ Ensure that all closing the learning gap activities and questions are answered to the best of your ability
- ✓ Take responsibility for fixing/sticking in any loose work sheets neatly and promptly
- ✓ Use the back of your book for low stakes tests, rough work, your own notes.

You should NEVER:

- ✕ Scribble on your work
- ✕ Graffiti or doodle on work sheets
- ✕ Leave work without a title or a date
- ✕ Leave large wasted spaces in your work
- ✕ Leave work unfinished in the middle of a sentence
- ✕ Leave closing the gap activities unfinished or incomplete.

Your teacher will:

- ➢ Mark your work frequently and provide you regular feedback.
- ➢ Highlight what you have done well with the abbreviation www (what went well)
- ➢ Be clear about your next steps with the abbreviation ebi (even better if)
- ➢ Mark your work in red ink
- ➢ Praise and reward you with reward points for excellent work
- ➢ Praise and reward you for demonstrating the 4Rs in your written work
- ➢ Check that you have completed all required closing the gap activities following detailed feedback

What if I don't meet the BASIC standard?

Your teacher will circulate the room to review what you have produced.

If it does not meet the **BASIC Standard** then you will be sanctioned in the following ways:

- Parents called and asked to support you at home to re-do the work ready for the next school day.
- If not completed, C2 and an after-school detention given to re-do work.