

HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



FEEDBACK POLICY

Title:	Feedback Policy
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Introduction

There are three main types of assessed work completed by students at Highdown School. These include:

- ongoing assessment, for example class work and home learning activities
- periodic assessment, for example extended pieces of work or end of topic assessments
- summative assessment, for example tests and examinations

All forms of assessment will be monitored by the class teacher and feedback provided either by the teacher, by the student or by a student's peer. Over time, feedback will be provided by a combination of these contributors to support learning and progress.

It is expected that feedback will be provided *regularly* at Highdown School, although this will vary between departments as students spend different amounts of time studying the different subjects. The emphasis is on quality diagnostic and formative feedback that promotes deeper knowledge, understanding and skills, or closes gaps that exist in these aspects of learning, rather than on quantity of marking and feedback. Feedback is expected to be sharp and focused. Feedback that is not responded to has little, if any, impact on learning and progress. Therefore, if feedback is provided, it is expected that students will respond to it.

Written Feedback

At all Key Stages, home learning tasks and extended/formal assessment work should be marked using the following structure:

- **WWW...** [What went well] – highlighting specific examples from the work that the student did well, so they know to replicate this in the future.

E.g. instead of 'Good work', 'You have accurately completed this graph, labelling axes correctly.'

- **EBI...** [Even better if] – providing specific guidance on what the student could do to improve the piece of work and/or to attain a higher level or grade. This should be framed as a question or a prompt, extending a student's knowledge or understanding, promoting deeper learning, and/or closing 'gaps'.

E.g. 'give one more reason to support your argument' or 'solve this problem using a different method' or 'rewrite your last paragraph so it includes more facts'

- **MRI...** [My response is] – upon reading feedback, students respond to it. For example by answering a question posed, correcting any spelling, punctuation or grammatical errors, or by redrafting a section of their work, as appropriate.

Where appropriate, work may also be given a National Curriculum Level (until replaced by assessment without levels methodology) or an examination grade.

Students must be given adequate time to reflect on feedback when it is returned and this should be clearly planned for, as part of lesson time or an aspect of home learning, e.g. DIRT [Dedicated Improvement and Reflection Time]

Class teachers should aim to correct errors and address misconceptions or misunderstanding through written or verbal feedback in lessons, allowing students to make the corrections.

To support literacy development spelling, punctuation and grammar errors should be highlighted through marking and feedback. Corrections should, however, be made by the student rather than by staff. Class teachers should indicate where corrections are required for both specialist and non-specialist vocabulary.

Effective use of self- and peer- assessment and feedback

Self- or peer-assessment may be used to provide feedback on home learning or class work. Precise success criteria must be shared with students to inform their feedback. These should be broken down for students discussing what they mean and what they look like in reality.

Students should provide feedback following the WWW/EBI/MRI approach described above.

Feedback provided through self- or peer-assessment should be acknowledged by the class teacher. If the class teacher does not agree with the feedback provided the comments should be changed.

Verbal Feedback

Verbal feedback is as valuable as written feedback. It is, therefore, important that students record this. This may be in response to monitoring a class set of books or it may be given during the lesson, for example as part of a mini-plenary/plenary.

- **VF...** [Verbal Feedback given] – students should use this notation and then record the salient points from the feedback to inform their work from that point on. Such feedback should be linked to the learning outcomes, success criteria and the ‘bigger picture’.

Providing feedback on extended tasks/projects

Extended tasks/projects should be broken down into ‘chunks’ which allow the opportunity for regular monitoring and feedback, which will help students understand how they are progressing and address any areas for improvement/development during the task rather than providing the feedback at the end. This may be written or verbal feedback and may be provided by the teacher or form part of a planned peer-assessment activity. This then enables students the opportunity to improve their work over time.

Managing the policy

It is the class teacher’s responsibility to ensure that students receive *regular* feedback to support their learning and progress.

Curriculum Leaders must monitor departmental feedback and ensure that there is consistency between class teachers. They must ensure that feedback is provided regularly and promptly.

The Leadership Team will jointly evaluate the quality and impact of feedback provided across all Key Stages at calendared periods with Curriculum Leaders and, where appropriate, curriculum TLR holders.

The Governors will monitor the policy through feedback from senior leaders and observations during Governor training days and Governors Learning Walk Weeks.