

# Feedback Policy

Pakefield High School



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## Contents

What is feedback? .....	2
1. Aims of Feedback .....	3
2. Principles .....	3
3. Verbal feedback .....	4
4. Written feedback .....	4
5. Peer feedback .....	4
6. Group feedback .....	4
7. Literacy and numeracy feedback .....	5
8. Monitoring and Evaluation .....	5
9. Subject area policies .....	6
9.1 Maths .....	6
9.2 English .....	7
9.3 Science .....	8
9.4 Media .....	9
9.5 Art .....	10
9.6 Drama .....	11
9.7 Food Preparation & Nutrition .....	12
9.8 PE & Sport .....	13
9.9 History & Geography .....	14
9.10 Design Technology .....	15
9.11 Computer Science .....	16
9.12 Modern Foreign Languages .....	17

## What is feedback?

*Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning.*

*The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.*

*Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.*

## 1. Aims of Feedback

- 1.1. To help students make progress;
- 1.2. To provide strategies for students to improve;
- 1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 1.4. To inform our planning and structure the next phase of learning;
- 1.5. To facilitate effective and realistic target setting for student and/or the teacher;
- 1.6. To encourage a dialogue to develop between student and teacher;
- 1.7. To encourage students to have a sense of pride in their presentation of work;
- 1.8. To correct mistakes, with a focus on Literacy/Vocabulary skills.

## 2. Principles

Pakefield High School's feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. The general principles are:

- 2.1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- 2.2. A dialogue, both verbal and written, should be created between teacher and student. When assessments are returned to students it is **essential** to allow time (***DIRT: Dedicated Improvement and Reflection Time***) for students to read the comments and engage with the feedback;
- 2.3. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- 2.4. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- 2.5. Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.
- 2.6. There should be one written piece of detailed feedback per half term as a minimum expectation. To ensure consistency, curriculum intent maps will be annotated with which pieces of work that will include detailed feedback. The curriculum maps will also show frequency of feedback for each subject.
- 2.7. Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

### 3. Verbal feedback

- 3.1. This is the most frequent form of feedback;
- 3.2. It has immediacy and relevance as it leads to direct student action;
- 3.3. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

### 4. Written feedback

- 4.1. There are two types of written feedback: detailed and maintenance;
- 4.2. The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking policies of each subject area (see section 9);
- 4.3. Some subjects that are more practical may not have detailed written feedback;
- 4.4. Detailed feedback will clearly identify the **strengths** and strategies **for improvement** that students will then act upon (this may be in the form of www & ebi, or DNA D=done well, N=next steps, A=action taken);
- 4.5. Maintenance marking will identify specific issues such as key words, literacy/vocabulary and presentation issues; students should act upon these.

### 5. Peer feedback

- 5.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher;
- 5.2 Written peer feedback should be written in blue pen and be clearly identified as peer feedback.
- 5.3 Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

### 6. Group feedback

- 6.1 Group feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess their work.
- 6.2 Group feedback, can significantly reduce teacher workload and if used well and appropriately be used as Dedicated Reflection and Improvement Time.

## 7. Literacy and numeracy feedback

7.1. If the literacy standards of our students are going to improve we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback;

8.2. Work should be marked for literacy using the following symbols:

**Sp** incorrect letters circled in the word = incorrect spelling

// in the student's work, means start a new paragraph

**/** missing words

**?** unclear meaning

**P** faulty punctuation

**C** capital letters

7.3 We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

## 8. Monitoring and Evaluation

8.1. Subject Leaders must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects;

8.2. Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc.

8.3 Subject Leaders will check departmental feedback as part of quality assurance process, this will be outlined on Subject Leader Responsibility plans. Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.

## 9. Subject area policies

### 9.1 Maths

#### Assessments

##### a) Topic Assessments

- After each chapter/topic the students will complete a topic assessment.
- This are peer assessed at KS3 (and checked by the teacher), and teacher assessed at KS4.
- The teacher will provide each student with a green DIRT sheet for them to complete in the lesson.

##### b) Termly assessments

- Once per term each student will complete a longer assessment.
- This will be marked by the class teacher.
- The teacher will provide each student with a green DIRT sheet for them to complete in the lesson.

#### Marking of Class Work

##### a) Self-assessment

- Students will mark all classwork with red pens.

##### b) Teacher Marking Years 7-9

- Teachers will use a green pen to live mark.
- Every 3 weeks teachers will complete a whole class feedback sheet. They will select 4-6 pupil premium books per class and complete the whole class feedback sheet. This will be printed on green paper and stuck into students' books for them to complete.

##### c) Teacher Marking Years 10-11

- Teachers will use a green pen to live mark.

Students will complete a low stakes assessment at relevant points of the topic. They will be self-assessed and then students will be given the relevant 'mini DIRT' sheet to complete in red.

## 9.2 English

### **Assessments:**

Formal assessments should be completed once per half term in line with the unit of work for both KS3 and KS4 using the appropriate assessment feedback sheet printed on green paper.

At the end of each unit (6 across the year), a green assessment feedback sheet should be used to mark the work and pupils should respond to their 'Next Step' targets using red pen in a DIRT activity.

### **Marking of classwork:**

The minimum requirement is that the teacher twice per half term, with a diagnostic comment or task, provides feedback for pupils to respond to during DIRT to demonstrate progress – green highlighters, pens or paper are used to indicate this. Examples of marking include the following strategies:

- Whole class feedback sheets
- Target banks
- Success criteria / Assessment Objectives
- Marking grids
- DOT marking
- Live marking
- Verbal feedback
- Question led marking
- Highlight marking

The expectation is that books are marked twice during a topic.

- 1<sup>st</sup> mark: Looking for completion and presentation. SPAG and content marking of big question for KS3 and feedback given on green sheet. For KS4, including year 9, an extended answer question marked with a WWW and an EBI.
- 2<sup>nd</sup> time marking: End of unit assessment and DIRT.

What does SPAG marking look like?

- Scientific words are checked – **identified in green**. The student then (in DIRT time **red pen**) write the correct spelling three times.
- Teachers should not correct every single SPAG mistake, as we believe that this can demotivate a student. However, there should be evidence that SPAG is being addressed via the correcting of key scientific vocab as above.

What does content marking look like?

- This involves checking that the 'science is right'; identifying individual or class misconceptions.
- Teachers will use this information in planning subsequent lessons and sequences of learning.

What does end of unit assessment marking look like?

- All assessments are teacher marked (in **green pen**).
- Assessment feedback will be completed on **green paper** and inserted into books (see appendix A).
- These feedback sheets are completed by the students in **red pen** and feedback statements are highlighted using either red, green or orange.
- Students complete the relevant DIRT question **in red pen** depending on their personal areas of development.
- Appendix B gives an example of how a DIRT lesson looks and the structure to follow (example given is Structure and Bonding, chapter 6 LAP curriculum).
- It is expected that DIRT worked is then checked and any significant areas marked by the teacher **in green pen**.

### **Marking of classwork:**

The minimum requirement is that feedback is provided by the teacher twice per half term with comments for pupils to respond to during DIRT and enable them to make progress in their knowledge and understanding of the subject.

### **KS4 Creative Media Production**

- Every lesson, students receive verbal feedback from the teacher.
- Following the BTEC guidelines, students will receive feedback on mock assessments, component work and any other formal assessments.
- Formal feedback is given using the BTEC Assessment Record template.
- All KS4 students can resubmit their formal assessment within 15 days of the first submission in line with the BTEC resubmission policy.
- Moderation of student assessments follow the BTEC internal verification policy.

## 9.5 Art

- All students have an assessment booklet for each project
- Teachers feedback live every lesson and use modelling to support progress
- Students have the opportunity to improve their work and reflect on their feedback on a regular basis throughout each project

### KS3

- Students receive feedback which is broken down into the assessment criteria from the GCSE specification
- Students have space for short written comments when completing 'DIRT' in lesson

### KS4

- Students receive feedback **twice per half term** formally in their booklets with a focus on a specific assessment objective
- Students self-set targets which are checked by the teacher to ensure relevance & accuracy

### KS3

Students have access to the feedback process in their booklets:

#### Teachers will:

- Mark your work regularly, most of your feedback will be verbal and in lesson.
- Set assessments each half term.
- Give you a **WWW** (what went well) and an **EBI** (even better if).
- Ensure you have time to respond to feedback so that you can improve your work.

#### Students will:

- Be assessed on the three main areas of drama: Creating, Performing & Evaluating
- Reflect on their work each lesson
- Track their progress each half term
- Complete peer assessment which may be verbal or written

Practical skills are prioritised at KS3 in order to build the foundations of what is required to be successful at KS4, the three principles are **Collaboration, Creativity, Confidence and Communication**.

At some point in each lesson, students have a written task which is checked live for detail and demonstrates their understanding of the task/style/intentions of the work.

### KS4

- Every lesson, students receive verbal feedback from the teacher and sometimes peers
- Students receive feedback on any preparation work or mock assessments prior to completing the formal assessment in line with BTEC feedback guidelines
- The majority of marking is on Teams as most work is word processed
- Formal feedback is given using the **Assessment Record** template provided by BTEC
- Students have the opportunity to resubmit formal assessment within 15 days of the first submission in line with the BTEC resubmission policy
- Peer assessment worksheets will be printed on lilac paper and teacher feedback on green so students can distinguish and reflect on their progress

### **KS3 marking, feedback and assessment**

Food Preparation & Nutrition at KS3 is one lesson per fortnight. ( 3 per half term)

One termly assessment will be marked by the teacher in green pen with feedback.

DIRT time will be provided in lessons to respond to feedback. The assessment can be the Top Chef Award Booklet, APP grids, homework task or a knowledge/ skills test.

Lesson tasks may include teacher whole class feedback, peer and self assessment with opportunities to respond and extend work in class (red pen) or verbal feedback during practical sessions.

### **KS4 marking, feedback and assessment**

At the end of each unit pupils will complete a written assessment linked to the specification.

This will be marked by the class teacher in green pen.

Teachers will complete whole class feedback and provide verbal feedback in lessons and pupils will then respond.

Year 10 NEA > practise NEA folder will include progress marking and generic whole class feedback which pupils then respond to in their folders. End of year Mock written paper> marked by teacher with individual feedback and whole class DIRT activities.

Year 11 NEA> assessment folder will include progress marking and generic whole class feedback which pupils then respond to in their folders. Teachers must not give specific details on how to meet the assessment criteria but can provide modelled exemplar work.

Pupils will monitor their own progress with personal checklists.

### **CORE PE**

-Verbal Feedback: teachers will aim to give every students within the lesson a piece of verbal feedback, be that as something as simple as “well done, now try this” or more in depth examples on how to be successful e.g. “You now have 1 less player on your team, how will you solve this problem and still be successful”.

-Peer feedback: when students work within groups they will have opportunities to act as coaches or managers to help each other over come a situation or break down skills.

-Written feedback: this will be very limited, if any. Use of mini whiteboards may be used to give students feedback from each other or the teacher.

### **GCSE PE**

-Feedback in books: books will be marked regularly at least once per half term. Books will have subject specific sheet within the books which consist of working grade, target grade, recent achievements and next steps. The students have an incentive to concentrate on high standards and high quality by collecting sporting athletes depending on the quality/standard. If students obtain 6 legends throughout the year they will receive an end of year award.

-Peer Assessment: books will have blue pen through peer to peer feedback.

-Self- Assessment: books will have red pen through self-assessment and reflecting on work.

-Verbal feedback: teacher will ensure students have verbal feedback within the lessons. Through checking work or through discussions. Presentations throughout the subject will often receive verbal feedback by teacher or peers.

### **OCR Sports Studies**

-Feedback in books: books will be marked regularly at least once per half term. Books will have subject specific sheet within the books which consist of working grade, target grade, recent achievements and next steps. The students have an incentive to concentrate on high standards and high quality by collecting sporting athletes depending on the quality/standard. If students obtain 6 legends throughout the year they will receive an end of year award.

-Peer Assessment: books will have blue pen through peer to peer feedback.

-Self- Assessment: books will have red pen through self-assessment and reflecting on work.

-Verbal feedback: teacher will ensure students have verbal feedback within the lessons. Through checking work or through discussions. Presentations throughout the subject will often receive verbal feedback by teacher or peers.

### **BTEC Sport**

-Verbal feedback: teacher within the lesson will aim to give verbal feedback to every member of the class depending on size of the class.

-Online feedback: from teacher, then students can edit the comments. Evidence will be limited due to the BTEC restrictions for coursework and internal assessments.

-Topic tests: teacher will mark end of topic tests and students will correct in red pen

### **Summative Assessment:**

Formative assessments should be completed at least once per term in line with the units of work for both KS3 and KS4 using the appropriate assessment feedback sheet printed on green paper.

Pupils should respond to the 'Even better if' (Ebi) targets using red pen in a DIRT activity.

### **Formative Assessment:**

The minimum requirement is that feedback is provided by the teacher once per half term, with a diagnostic comment for pupils to respond to during DIRT and demonstrate progress – green highlighters, pens or paper is used to indicate this. Examples of this type of feedback are:

- Whole class feedback sheets
- Target banks
- Success criteria / Assessment Objectives
- Marking grids
- DOT marking
- Live marking
- Verbal feedback
- Question led marking
- Highlight marking

### **KS3 Project assessment**

- Design technology is predominately practical with one lesson per fortnight. Verbal feedback is provided in all lessons.
- One termly project assessment is marked by the teacher in green pen with feedback. This can be a homework task, App grid or a knowledge test. The APP grid will include a WWW (what went well) and an improvement comment for the pupils to respond to during DIRT.
- For each practical project pupils will complete a written evaluation including WWW and EBI in red pen.
- DIRT time will be provided in lessons to respond to feedback after an assessment has taken place.
- Pupils will carry out a peer or self-assessment either verbal or written where appropriate during each project and will be recorded in the pupils books.

### **KS4**

One termly topic assessment marked by the teacher in green pen with feedback. This can be a knowledge test, APP grid or a mock exam. The APP grid will include a WWW (what went well) and an improvement comment for the pupils to respond to during DIRT.

- Teachers will complete whole class feedback after an assessment has taken place.
- Year 10 pupils will complete a written evaluation including WWW and EBI at the end of each practical project (3 across the year) in red pen.
- Verbal feedback will be provided in all lessons.
- Year 11 NEA will allow for generic feedback following the specific exam board requirements. Self and peer assessment with modelled exemplar work to assist the pupils with their progress.
- Pupils will monitor their own progress with tick lists and RAG rated charts against their PLC and assessment criteria.

### **Assessments**

Formal assessments will be completed once per term for KS3 and once per half-term for KS4 in line with the unit of work using the appropriate assessment feedback sheet printed on green paper.

Once per half term a green assessment feedback sheet should be used to mark the work and pupils should respond to the “Even Better If” (EBI) targets using red pen during dedicated D.I.R.T. time.

### **Marking of Classwork**

Teacher feedback will be provided, as a minimum, once per half term. Each teacher feedback will include a diagnostic comment for the pupils to respond to during D.I.R.T. time which will aid in the identification of progress. Green pens and paper are used to indicate teacher feedback to pupils.

Examples of the types of feedback which will be provided are as follows - Whole class feedback sheets, Success criteria, Assessment objectives, Live marking, Verbal feedback, Question led marking, Peer feedback, Self-reflection, Next steps and Corrective (SPaG for example).

## 9.12 Modern Foreign Languages

Feedback aims to help students become competent in the following areas:

Linguistic competence

Knowledge about language

Creativity

Intercultural understanding

### **Literacy**

Literacy and grammar have an important role to play in MFL lessons. With this in mind, we focus on identifying patterns in both languages as well as in English to help students understand how the target language works.

We are mindful of the diversity of our pupils' abilities and we therefore ensure that marking and feedback meet the individual needs of all learners.

### **Assessments**

Formal assessments should be completed once per half term in line with the unit of work for both KS3 and KS4 using the appropriate assessment feedback sheet printed on green paper.

At the end of each unit, a green assessment feedback sheet should be used to mark the work and pupils should respond to their 'Next Step' targets using red pen in a DIRT activity. A teacher comment on the quality of work and progress will be made.

Key Stage 3 – Marking includes a grade (in line with GCSE grades).

Numerical marks may also be given as and when appropriate.

Key Stage 4 - Marking includes an overall grade (in line with GCSE grading criteria).

A numerical mark may also be given when applicable.

Students will have a progress tracking and levels sheets attached to their exercise books.

### **Marking of classwork**

The minimum requirement is that the teacher twice per half term, with a diagnostic comment or task, provides feedback for pupils to respond to during DIRT to demonstrate progress – green highlighters, pens or paper are used to indicate this. Examples of marking include the following strategies:

- Whole class feedback sheets
- Target banks
- Success criteria / Assessment Objectives
- Marking grids
- DOT marking
- Live marking
- Verbal feedback
- Question led marking
- Highlight marking