

Feedback Policy September 2020 - DRAFT

“Feedback should be given regularly, orally or through accurate marking and encourage pupils to respond to the feedback.” (Teacher Standards)

Rationale

This policy is rooted in the premise that all feedback is an integral part of the teaching and learning cycle and should help motivate pupils to progress. It should be timely, helpful and useful without overburdening staff who are giving the feedback. Any feedback which does not meet this criteria is not constructive. We are mindful of the research surrounding effective feedback and research from cognitive science about embedding new learning.

Feedback comes in many forms depending on the age of the pupils and the content of the lesson. Ofsted clearly state that they do not expect to see any particular frequency or type of feedback being carried out.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on pupils to correct their own mistakes rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The quality of feedback should be consistent across the school, but the type of feedback will vary according to subject and the content of the lesson. Types of feedback may include (but is not limited to) written comments which follow our agreed policy, coded marking, verbal feedback and success criteria stickers/sheets, some of which may be peer- or self- assessed. Teachers should exercise their professional judgment about the type of feedback being given and the frequency with which they mark bearing in mind that all feedback should be leading to pupil progress. Evidence of feedback is incidental to the process and should not be provided for the purpose of proving it has taken place. All written comments must be meaningful and manageable.

Guidance on giving feedback

1. Because of the current situation with Covid-19, books should be left for 48 hours before marking. Staff may choose to ask pupils to produce work which requires written feedback on paper which is then glued into books afterwards.
2. High quality verbal feedback in the form of whole class, group or individual feedback, the use of live feedback and self-assessment will take place every lesson.
3. Evidence of 'feedforward' will be seen – where a misconception or issue is identified and addressed in the next lesson.
4. Where written feedback is given, the following format should be used:

Strengths

Actions – something the student must do to improve this piece of work or to develop their understanding)

Target – something longer term that the student can work on over a number of pieces of work.

This feedback could be on a separate sheet or sticker eg a success criteria sheet. All comments should be kept brief. Feedback may not generate all three of the above.

5. For all forms of feedback, the key factor is that the pupil is clear what they have done well and what they need to work on next.
6. Feedback is most effective when pupils are given the opportunity to respond to it immediately ie in the next available lesson. Time should be given to act on feedback as part of high quality teaching and learning.
7. Pupil responses to feedback should be completed in green pen.
8. Peer- and self- assessment should be carried out in green pen.
9. **If you are giving written feedback, up to 5 spellings** should be corrected. Use your professional judgement about whether a student should look up the word for themselves or whether you should write it for them. Each corrected word should be written 3 times. This will form an action *eg x3 please: because*. Another good spelling target is to ask students to find 3 more words that use a similar pattern eg chief, brief, relief. Please differentiate expectations in relation to spellings.
10. **Pupils should show pride in their work.** We should only accept the best work. An appropriate action for a child might be to repeat the work with a better standard of presentation. Again, use your professional judgement about whether it is the best for that child.
11. **We need to continue to be dyslexia friendly.** It is unfair and disheartening for a dyslexic student to only ever have spelling or handwriting as a target. Please make reasonable adjustments to your expectations for these students (the Equality Act 2010 holds us accountable for doing this).

How the policy will be monitored

The policy will be monitored via departmental and whole school work scrutiny, departmental monitoring, pupil voice and staff voice.

Regular opportunities will be given to share best practice and ensure consistency through staff and departmental meetings.

Updated September 2020 SF

Policy reviewed	September 2020
Adopted by the OHMS Governing Body	21.11.20
Date of next review	September 2021
Chair of Governors	S Clarke

