



# **Feedback - Policy**

Updated: 15<sup>th</sup> June 2018

## Aims

This document seeks to outline the strategies that will be used at Erdington Academy to 'feedback' to students in relation to their work.

## Rationale

The most powerful single influence enhancing the achievement of students is feedback.

We understand the importance of teacher workload in relation to feedback, therefore the policy outlined below is underpinned by the following 4 key principles of best practice as outlined by the Education Endowment Foundation (EEF).

- Feedback should redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Feedback should identify strengths within students' work.
  - *Be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"). – EEF*
  - *Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...") – EEF*
- Feedback should give a short term target for improvement
  - *Provide specific guidance on how to improve and not just tell pupils when they are wrong. – EEF*
- Attainment grades will only be given where relevant (end of unit assessments or exams).
  - *Awarding grades for work may reduce the impact of marking. – EEF*

## Policy – Formative Feedback

Three forms of feedback are used at Erdington Academy and these involve two main approaches to formative assessment, expected of all teachers. These forms are **feedback findings** and **'live' in lesson feedback**.

Feedback will be given regularly by staff - **although how they choose to do this is up to individual teachers, guided by procedures devised by leaders in their faculties**. Teaching staff are subject experts and are trusted to provide feedback as they see fit which leads to student progress. They will regularly read through student work and typical feedback strategies in place in subjects and faculties may include:

- Self/peer assessment through explicit success criteria or checklists
- Teacher-led feedback in red pen using WWW/EBIs
- Analysis of whole-class performance to inform future teaching
- 1 to 1 verbal feedback within a lesson
- Questions posed to students for them to respond to build a learning dialogue

At Erdington, **feedback should encourage students to take responsibility for their own checking/correcting/editing and re-drafting and be guided by teacher input**. **Green** pen is used to signify a student's response, edit or corrections to feedback as well as peer and self-assessment. **Red** pen is used to signify teacher comments.

### Feedback Findings - Aim

**Feedback Findings** notes will be captured in the 'Feedback Findings Journal' pages and retained in Active Files. These will form part of the monitoring cycle for evaluation purposes on the link between marking, planning and teaching. The key focus will be monitoring the impact of feedback on subsequent learning and how the findings impact on further planning for progress and will allow further support and CPD to be provided where necessary.

The information below outlines how **Feedback Findings** works in practice and outlines the key principles for faculties/departments in relation to school procedures.

- The teacher reads through student work, making notes as they go in the Feedback Findings Journal page
- Teachers will make notes on the following aspects; **spellings** that lots of students are getting wrong, setting these for homework, the main areas of **misconception**, considering opportunities for re-teaching. Work that deserve special **recognition** (My Stickers) and can be shared with the class via a visualiser where appropriate. Teachers will also take note of work that does not meet the required standard in terms of student's effort and **students that require more support/intervention**.
- NB: Students who have been flagged as causing concern or requiring more support are not to be read out to the class, can be supported by differentiated 'Do Now'

activities or 1 to 1 by the teacher or in small groups, depending on the support required.

- The following lesson, where appropriate, the teacher will share the positive things they found and areas for development in the 'Feedback Findings' slide
- The teacher may wish to re-teach a particular aspect of the work where misconceptions were common and this will be evident in their 'Feedback Findings' notes.
- Students can certainly self **or** peer assess during such an activity where appropriate
- Success criteria must be clear during such an activity to make clear the expectations and findings from feedback to ensure students make progress.

## **'Live' In Lesson Feedback**

**'Live' in lesson feedback:** 'Live' in lesson feedback is used during the lesson to ensure that students are focussing on the learning, producing their best work and to communicate that students' work is consistently being reviewed and monitored.

- The best examples of 'Live' feedback might include;
  - During the 'Deliberate Practice' phase of the lesson the teacher should circulate, giving live feedback to students as they do so, making written notes of whole class errors, areas for development and areas of strength in their 'Feedback Findings Journal' as appropriate
  - The teacher continually shares whole class, task specific feedback to guide students from findings when they circulate. The teacher may also display work with a visualiser where appropriate/available
  - The students act on feedback instantly to steer them towards **excellence**.

## **Feedback For Literacy:**

Standard codes will be used when reviewing work to ensure we are consistently addressing SPAG and correcting these mistakes through a range of strategies:

//- new paragraph

g- grammatical error

sp- spelling error

p- punctuation error

exp- unclear expression

^ - missing word- the ^ would be inserted where a word is missing in the work.

## Policy – Summative Assessment

- **Formal Assessment Feedback:** This refers to the feedback that students will be given on end of unit assessments and exam papers
  - The teacher will score the end of unit assessment and exam papers with clear 'Next Steps'
  - Exam scores are reported to students
  - Strong exam papers could be anonymously shared with the class as exemplars
  - Staff will use this feedback from marking scripts and student performance to plan the next episodes of teaching in relation to addressing misconceptions and/or skills gaps via Analysis and Action templates (ANACs) which take into account summative assessment gaps to plan ahead for interventions. These should be retained in Active Files.
- End of unit or Scheme of learning:
  - Students complete PixL progress checker to reflect on the current progress made and share successes.

## Monitoring and Evaluation

### How feedback will be monitored and evaluated:

At Erdington Academy, the quality of feedback will be monitored and evaluated in a number of ways.

- **Paired Discussion of feedback impact** – Journal pages and books will be explored in paired departmental discussions. We believe subject staff are experts and are best placed to engage in dialogue over feedback at subject level which will impact on subsequent learning. This will be completed in line with the school calendar.
- **Standards Scrutiny** – The senior leadership team will undertake workbook scrutiny as scheduled in the Academy calendar. Heads of department and Heads of Faculty will support the senior leadership team in this scrutiny and will focus on student standards with 'Dedication To Excellence' feedback to students given in letter form
- **Lessons observations and Drop-ins** – The senior leadership and middle leadership teams will conduct developmental drop ins throughout the year, while the Head of Academy and/or Deputy Headteachers will conduct lesson observations throughout the year. Both of these measures will look in books to evaluate the quality of feedback on subsequent learning.