Feedback policy

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Woodland Rise School

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Proprietary Body Signed off
ZL & JH

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

Our principles

1. Feedback is most effective when it is given regularly and promptly.
2. Careful consideration will be given to lower school and upper school pupils, as feedback will look different
3. Feedback is most effective when it focuses on the learning objectives and evaluates performance against the stated success criteria.
4. Comments should be constructive and include character vocabulary to foster resilience.
5. Key assessment tasks will be identified in schemes of work and will be marked with grades, as appropriate, so that pupils know the level at which they are currently working.
6. Written comments on key assessment tasks will clearly identify targets/ next steps for learning and be challenging, achievable and time related.
7. Pupils will record targets and next steps for learning. Lessons will have time systematically built in for personal reflection and closing the gap.
8. Work will be marked for language for learning according to the policy.
9. The quality of written work will be monitored via the Woodfield Standard and appropriate challenge/ sanction will be enforced if the quality of pupil work does not adhere to this.

Whole school procedures

1. Feedback is most effective when it is given regularly and promptly
   a. Work will be monitored regularly
   b. Pupils should receive written or verbal feedback (on average) every 5 lessons
   c. When receiving feedback, pupils should make an appropriate written reflection in their work
   d. Submitted work should be returned to the pupils within 1 week of submission. Test marking may take longer so time should be allowed for moderation/standardisation.

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 10 or a percentage should be avoided (except on agreed pieces) as this will lead to pupils ignoring the advice and targets do not show pupils 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). All staff will use ticks to identify that the learning objectives have been met
   d. Feedback will highlight and identify pupils' next steps and may use the acronym EBI (even better is)
   e. Some work may be self or peer-assessed where age-appropriate pupils 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 pupils' confidence and motivation.
   b. Teachers should include character vocabulary such as, 'You've shown great resilience' 'This work is really positive and I saw how determined you were' when commenting on pupils work to support pupil wellbeing.

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

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

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

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

g) When peer-assessing, pupils 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 subject will demonstrate when key assessments (and other forms of feedback) will take place

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 information required for whole school data collections

d) Teachers should record all pupil marks on the school shared marksheets

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 green ink.

b) Good quality feedback will help a pupil 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 and pupils will write in purple ink.

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

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

6. Pupils 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 pupils to correct or improve work after written feedback has been given.

b) During 'closing the gap' time pupils should articulate and record a personal target for focus in their next piece of work, based on teacher feedback empowering them to take action for themselves.

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

d) Pupils should close the learning gap using purple ink.

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

a) Whole school 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
 (one wavy line)	Awkward expression
^	Add in this point you forgot

✓✓	Learning objectives fully met
✓	Learning objectives partially met
|	Independent work
AS	Adult support

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 pupils 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 Woodfield Standard

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

b) Pupils should always clearly title and date their work and ensure 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 pupils to fix/attach any loose worksheets or resources.

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

Roles and Responsibilities

Subject Teacher	Leadership team
• 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 pupils time to reflect on the feedback, and 'close the gap'.	• 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 across the school. • Ensure moderation and standardisation of work takes place across all year groups.
Success Criteria	Action/By whom
We have successfully implemented our policy when: • Work sampling shows that our principles are adhered to. • Pupils know and are able to talk about their next steps for learning.	• Work sampling undertaken by Subject Leaders and Senior • Pupil voice activities led by Subject Leaders and Leadership. • Line management meetings to discuss progress.