

Feedback Policy

Documentation Information

Reviewed by:	Ivanhoe School Local Governing Body		
Last Reviewed:	02 February 2023	Next Review:	February 2025
Review Cycle:	2 Yearly	Ratified by Governors	

This policy has been developed at Ivanhoe to maximise the effectiveness of our teachers' impact on learning. Our approach is based on evidence from current research based on a knowledge rich curriculum, in particular from Rosenshine's observation that:

"The more effective teachers frequently checked to see if all students were learning the new material. These checks provided some of the processing needed to move new learning into long term memory. These checks also let teachers know if students were developing misconceptions."

Barack Rosenshine

Principles of Instruction

2012

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments."

Eliminating unnecessary workload around marking
Report of the Independent Teacher Workload Review Group
March 2016

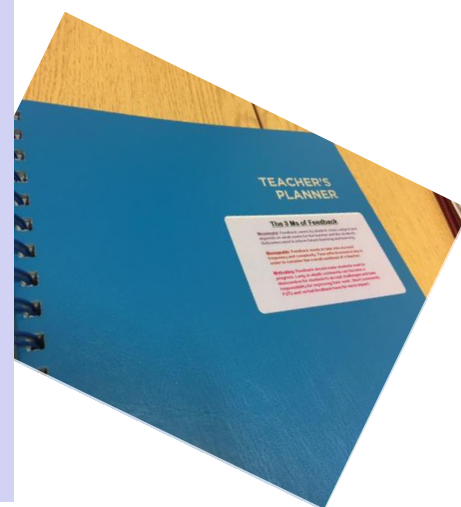
At Ivanhoe, we expect feedback to be embedded systematically into the curriculum and to be Meaningful, Manageable and Motivating:

The 3 Ms of Feedback

Meaningful: Feedback varies by student, class, subject and depends on what works for the teacher and the students. Outcomes need to inform future teaching and learning.

Manageable: Feedback needs to take into account frequency and complexity. Time-effectiveness is key in order to consider the overall workload of a teacher.

Motivating: Feedback should make students want to progress. Long, in-depth comments can become a disincentive for students to accept challenges and take responsibility for improving their work. Short comments, FUTs and verbal feedback have far more impact.



At Ivanhoe we **do not** expect to see a particular frequency or quantity of work in students' books or folders. We recognise that the amount of work in books and folders will depend on the subject being studied and the year and ability of the students, and that teachers will "respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches" (OfSted, 2019)

At Ivanhoe, we recognise that feedback to students, both written and verbal, are important aspects of assessment. However, we **do not** expect to see any specific frequency, type or volume of feedback; our subject teams decide this (see appendices). Each subject area has its own policy outlining their agreed strategies in line with the 3M structure. These cater for

different abilities and year groups, in order to be effective and efficient in promoting learning and ensuring progression, as well as 'to help learners embed and use knowledge fluently or to check understanding and inform teaching' (Ofsted 2019). A whole-school 'feedback toolkit' can be found in our appendices for staff to utilise.

At Ivanhoe, we **do not** expect to see any written record of verbal feedback provided to students by teachers.

If classroom-based support staff offer written feedback to students, they will use an **orange pen** to add comments.

Feedback is monitored in a developmental way - within lessons with the student and teacher present, in order to establish context. This monitoring is done by teachers and leaders at least every cycle, with the impact of feedback discussed and good practice shared.

Policy originally created by our 'Feedback MLT Focus Group January 2018' and updated whilst in Covid-19 lockdown May 2020. This most recent review does not yet include the new ways of sharing feedback with students via iPads, which we are currently piloting.

Subject-specific appendices below...giving a flavour of some of the feedback strategies they use.

ENGLISH FEEDBACK POLICY

Meaningful

- Marks are recorded (Arbor, teacher mark book, target sheets, exercise books)
- Grow & glow comments used.
- Areas for improvement are identified.
- Assessments are followed up with D.I.R.T. (Dedicated Improvement & Reflection Time)
- FUTs are used to develop ideas and show progress on a piece of work. This is then used to inform teaching.
- D.I.R.T. is built into lessons.



Manageable

- Oral or written feedback given immediately, maximising impact and engagement, through the teacher circulating the class during tasks. Green pen.
- Guided self & peer assessment is used to reflect on work, including homework.
- Whole Class Feedback used to provide regular feedback and FUT work in a lesson.
- Teacher feedback to be focused on work that will make a difference to their overall outcomes.
- Students expected to make improvements (pink pen of progress).
- End of topic assessments in reading and writing are used to assess progress.
- Regular low stake quizzing to assess students' knowledge and understanding.

Motivating

- Regular, encouraging and constructive comments given to help students to improve.
- More emphasis is placed on HOW to improve further through written or oral targets rather than overall marks from assessments.
- Target sheets to track progress over time.
- Rewards are given e.g. HPs, praise stampers (red = 1HP and blue = 2HPs), Student of the Month, and communicated to parents.

MATHEMATICS FEEDBACK POLICY

Meaningful

- Marks are recorded (Hegarty, Arbor, Folders.)
- Grow & glow comments used.
- Test results are followed up with a 'reflection'.
- Exit & Entrance questions are used for AfL and to inform teaching.

Manageable

- Self & peer assessment used.
- Oral feedback given.
- Students expected to correct mistakes (with pink pen)
- Hegarty Maths (self-marked) is used for homework.
- Exit & Entrance questions are used to assess baselines and progress.

Motivating

Regular, encouraging and constructive comments given to help students to improve.

- Stickers and rewards are given (HPs)
- Positive (and where appropriate, corrective) verbal feedback is used.

SCIENCE FEEDBACK POLICY

Meaningful

- Marks are recorded (Arbor, Progress Stickers, teacher mark book)
- Grow & glow comments used for peer and self-assessment.
- Areas for improvement are identified.
- Test results are followed up with a review activity.
- FUTs and retrieval practices are used to check learning and aid retention mastery.
- D.I.R.T. is built into lessons. (Dedicated Improvement & Reflection Time)



Manageable

- Self & peer assessment is used to reflect on work.
- Oral feedback given.
- Students expected to make improvements (pink pen of progress).
- End of topic tests are used to assess progress.
- Homework is self and peer assessed

Motivating

- Regular, encouraging and constructive comments given to help students to improve.
- Student progress is monitored throughout the year and shared in the reports.
- Rewards are given (HPs, super stars).
- Head of Department Awards are given for outstanding effort and/or achievement.

DESIGN AND TECHNOLOGY FEEDBACK POLICY

Meaningful

- Feedback is planned for and is timely and appropriate to the task, for example giving immediate responses to correct misconceptions, or giving time for reflection on more detailed tasks.
- Opportunities are given to make improvements or to complete follow up tasks based on feedback.
- Students are made aware of how the feedback given is relevant to increased knowledge and understanding for future progress.

Manageable

- Feedback is focused on work that will make a difference to knowledge retention or practical ability.
- Guided self or peer assessment is planned as appropriate to the curriculum.
- Verbal feedback is an acceptable method of feedback (especially during practical or skill based work) and does not necessarily need to be recorded, however this should be differentiated to the individual student, for example some students may require a note made on a post it or folder, in order to best support them in remembering and using advice given.

Motivating

- Positive aspects of work are highlighted as well as targets for improvement.
- Retrieval practice is clearly linked to Knowledge Organisers so that student can see their progress.
- Recognition of excellent work is made public through use of the school Rewards Policy.



COMPUTING FEEDBACK POLICY

Meaningful

- Feedback is timely and gives specific feedback and/or follow up tasks related to a piece of work or requirement of the specific part of the curriculum being covered. Students are made aware of how the feedback given is relevant to improving the task or their progress within Computing.
- Opportunities are given to make improvements to the work or to complete follow up tasks, where students are expected to correct and improve their work using the 'Pink Comments' on their Online Checklists. These are highlighted on each project with these icons.



Manageable

- Feedback to be focused on work that will make a difference to their overall outcomes. Work across department to ensure an even spread of marking across the 6 pathway criteria (Algorithms, Programming, Data & Data Representation, Hardware & Processing, Communication & Networks, ICT)
- Use of guided self/peer assessment for some tasks as appropriate.
- Verbal feedback is an acceptable method of feedback (especially during practical or skill based work) and does not necessarily need to be recorded; however, this should be differentiated to the individual student, for example some students may require a note made on a post it, in order to best support them in remembering and using advice given.
- Feedback from online assessments is automated, where possible.
- Checklists are student driven, staff are checking the self-evaluation and providing written feedback to support and guide students' reflections.

Motivating


- Glow and Grow comments are used to identify positive aspects of work as well as targets for improvements.
- Project/subject specific checklists related to specific pieces of knowledge are included at the top of topics in Moodle so that students can see their progress through the classwork. Students have agency over this, they tick boxes as they feel confident in their knowledge and skill.
- These checklists are student-centric, students can see the progress they make and can compare this progress to other topics to highlight success.

HUMANITIES FEEDBACK POLICY

Meaningful

- Feedback given is to ensure future progress and is appropriate to student ability.
- FUTs are used to develop ideas and show progress on a piece of work.
- Verbal, written, self and peer feedback are all used.
- Live feedback given as learning is taking place.
- Use of visualizers to model work to students.
- Retrieval practice activities to check learning, eg low stakes quizzes, find and fix.

Manageable

- Regular use of class marking sheet and FUT numbers.
- Use of structured peer assessment.
- Where applicable, use of success criteria by ✓ or ✗ or  or highlighting to show whether achieved or not. This can be teacher, peer or self-assessed.
- Homework assessed with A-E grade. The meanings of these grades are printed onto homework menus.
- Retrieval practice activities to check learning, eg low stakes quizzes, find and fix. These are self or peer marked for instant feedback.
- Use of visualizers to model work to whole class.

Motivating

- Superstars and glow included on class feedback sheet (extra HPs awarded).
- Unfinished and underachievers identified.
- Long in depth comments not used and not necessary as students don't engage with them.
- Use of stickers on front of book to track progress over time.
- A-E grade for homework
- Retrieval practice activities to check learning, eg low stakes quizzes, find and fix. These provide students with instant feedback and identify gaps in knowledge.
- Ivanhoe Way cards sent home to acknowledge good attitude, hard work, progress and achievement.

LANGUAGES FEEDBACK POLICY

Meaningful

- Feedback is timely and specific, and/ or can include follow up tasks related to a piece of work. Students are made aware of how the feedback given is relevant to improving the task or their progress.
- Opportunities are given to make improvements to the work or to complete follow up tasks, where students are expected to correct and improve their work using the 'Pink Pen of Progress'.

Manageable

- Feedback to be focussed on work that will make a difference to their overall work- not all spellings necessarily marked, and clear targets set, sometimes with examples when needed for spellings/ grammar/ tenses
- Use of guided self/peer assessment for some tasks as appropriate.
- Verbal feedback is an acceptable method of feedback (especially for speaking work) and does not necessarily need to be recorded; however, this should be differentiated to the individual student, for example some students may require a note, in order to best support them in remembering and using advice given. We may also use our Verbal feedback stamper and ask students to write the feedback.



Motivating

- Glow and grow are used to identify positive aspects of work as well as targets for improvements- this will also be used as peer assessment, with clear guidance from the teacher.
- Use of House points and other rewards to encourage effort and raise attainment.
- Regular references to progress in lessons, so students can see how they are developing language skills and reflect on their next steps.

PHYSICAL EDUCATION FEEDBACK POLICY

Meaningful

CORE PE

- Students' learning and progress is accelerated by regular, precise feedback. Teachers regularly assess learning through their observation and questioning, and provide high-quality, activity-specific feedback on how to acquire skills, knowledge & understanding and challenge students to improve their performance.

EXAMINATION PE

- Regular topic tests, entry/exit tickets and homework are recorded on Arbor, trackers and student's folders/books.

Motivating

CORE PE

- Pupils are challenged to think for themselves and are encouraged to engage in paired/group feedback discussions, then reflect on and critically evaluate their own and others' performance using the glow and grow model in order to improve and make progress.
- Students are given the opportunity to practice skills/concepts enabling them to act on the feedback they have received from their peers and teacher.
- Rewards (HPs) are used to motivate students to give and act on high quality feedback.

EXAMINATION PE

- Regular, encouraging and constructive feedback given.
- Student assessment sheets are given and updated regularly to track progress over time and motivate.
- Students are rewarded for their effort and work.
- Parental engagement is encouraged to share successes with home.



Manageable

CORE PE

- Teachers assess students' practical competence, knowledge and understanding against set criteria at the end of each block of work, enabling teachers to monitor their progress accurately and effectively.
- Teachers predominately give verbal feedback which is instant and live feedback which students can act on instantly to improve.
- Teachers promote students to self-assess and peer assess in lessons. Teachers support students to be able to do this in the following ways:
 - Use of iPads to evaluate their own and others performance.
 - Task cards to promote understanding and support feedback discussions.
 - Use of key words and sentence starters to support feedback conversations.
 - Assessment sheets check on their progress against competence criteria.

EXAMINATION PE

- Topic tests, entry/exit tickets and homework are produced for staff to promote consistency.
- Self and peer feedback is used to reflect on work.
- Verbal feedback is given.
- Students are expected to correct mistakes.



CREATIVE ARTS FEEDBACK POLICY

Meaningful

- Marks are recorded on Arbor for each topic completed in relevant areas of focus for each subject.
- Feedback is recorded on assessment sheets relevant to skills and set targets for each student.
- Feedback is timely and empowers students to progress in line with their set targets.
- Opportunities are given in lessons to make improvements to work using targets on assessment sheets.
- Teacher, peer and self-assessment of work is recorded on assessment sheets to give students direction to progress.

Manageable

- Feedback focuses on areas work that will make the biggest difference to student's overall outcomes in music, drama, art and ceramics.
- Teacher feedback in lessons initially focused on underperforming groups as highlighted through data analysis.
- Use of guided self/peer assessment for some tasks as appropriate.
- Verbal feedback is an acceptable method of feedback (especially during practical or skill based work) and does not necessarily need to be recorded; however, this should be differentiated to the individual student, for example some students may require information written down on their assessment sheet in order to best support them in remembering and using advice given.



Motivating

- Glow and grow is used to identify positive aspects of work as well as targets for improvements.
- Subject specific assessment sheets/checklists are supplied in lessons so that students can monitor and self-assess their progress during lessons.
- Recognition of excellent work is given through opportunities to perform in a school concert or school show, as well as through use of the school Rewards Policy.
- Students have the opportunity to perform/show work in class – this is a great motivational and learning tool in Creative Arts.

Toolkit for effective feedback

le the word that best describes each sentence.

Psyche's reaction when Cupid tells her he can no longer be with her. (cower / prostrate)

Saturn (Cronos) ate all of his children making them (accessible / inaccessible).

Ancient priests who told the future were called (deities / oracles). (____/4 marks)

Apollo's love for Daphne was (implacable / placable).

heck the subordinating conjunctions in the following sentences and add commas where necessary.

1. Arachne, who was an excellent weaver was foolish to challenge a goddess.

2. Arachne was foolish to challenge a goddess even though she was an excellent weaver.

3. Even though Arachne was an excellent weaver, she was foolish to challenge a goddess. (____/3 marks)

Write down the definition for the following words:

A. Protagonist The hero in a story

B. Allegory _____

C. Metamorphosis a transition or change (____/3 marks)

tions 13 and 14 are worth 5 marks each and will be marked as follows:

rk - you have answered the question and tried to write in full sentences.

ore mark - you have used commas with some accuracy.

ore mark - you have tried to use different types of sentences.

ore mark - you have used a variety of sentence starters. (Adverbs, subordinating conjunctions, etc.)

ore mark - you have included language techniques (e.g. personification, similes and metaphors)

14. Write a summary of the Tale of Arachne.

Arachne, a very good weaver, challenged the Goddess Athena to a weaving competition. Athena accepted the challenge, they went on a bit of land and started weaving. Even though Athena was a goddess, Arachne had no fear of being beat. Arachne's picture was of all the bad things the Gods or Goddess had done (Athena didn't like that). Athena was so upset (that she made a picture of all the bad things) and she decided to turn Arachne into a spider. The spider screamed in fear.

Include a summary of task specific success criteria on a worksheet – maybe mark the worksheet by ticking what they've done and underlining what they haven't. No need for a comment.



Verbal Feedback can be very powerful.

Instant—linked to their work/activity

Timely—so it can be acted upon.

Toolkit for effective feedback



Make it timely. Give immediate feedback.

Whole class marking sheet.
Mark all students work onto one sheet—electronically or by hand.

Can be adapted depending on your focus.

Saves repetitive writing of FUTs and spellings.

Display on the board to feedback comments to students.

English Marking Crib Sheet

Date: 24.9.2019

Class: 8ASH

Praise and GLOW:

Blue stamp: SUPERSTAR = 2 house points

Red stamp: keep up the good work = 1 house point

Missing/Incomplete Work:

- Fill in homework record. Should have 3 weeks written in.
- Use all space in your exercise book. Go back and use up!
- Stick in all loose sheets.
- Get ALL tasks completed. Will be keeping my eye on this.

Grow:

- Self/peer assess by ticking and/or filling in/correcting answers in pink pen.
- Quotation marks for all quotes
- Doodling will be a C2 if caught again! You know who you are!

Target for improvement (to be completed in pink pen):

- Analyse further quote in the same detail as first quote.
- Don't take the more obvious quote e.g. 'my pulse was speeding up' or 'RUN.'
- Ensure explanation is specifically about the quote you have picked.
- Explain the effect on the reader. Refer specifically to the story.
- Ensure terminology is accurate and/or explain the technique in more detail – How does it specifically show Jamie is scared?
- * Take a quote from else where in the story so far.

- If you have a circled Word, copy out 3 times in the margin.
- Commas should be used after comparative and contrasting connectives.
- Capital letters and full stops when doing ANY written work please.
- Don't use random capital letters in the middle of your sentences.

FUTs – with a pink pen

➡ NEXT?

Develop

Add target in pink pen to your PETER paragraph

Stretch

Write a new PETER paragraph explaining why the extract shows Jamie is invisible and write your target improvement bit in pink pen. (You can just underline this bit in pink pen once finished.)

Toolkit for effective feedback

Classroom-based support staff: Help students with FUTs following feedback from staff and peer assessment. Use an **orange pen** to add comments to student work.

Reflect on FUT and feedback with students to help demonstrate how their work has improved, modelling reflective learning and improving growth mindset.

Exit Ticket

Name *Brandon Breitmann*

Simplify the following expressions

$$6(x + 12) = 6x + 72 \checkmark$$

$$5(2x + 2) + 3(6x - 3) = 10x + 10 + 18x - 9 \\ = 28x + 1 \checkmark$$

$$10(2x - 7) - 4(3x - 8) = 20x - 70 - 12x - 32 \\ = 8x - 48 \quad 38$$

$$7(3x + 5y) - 3(6x - 2y) - 3(x - 8) =$$

$$21x + 35y - 18x - 6y - 3x - 24$$

$$42x - 29 - 24 \text{ what's happened to y?}$$

FUT 3

D P E

Use Exit tickets to test and assess student's understanding of topics covered in lesson(s). Ask a series of questions that vary in complexity.

Each ticket can then be given a different FUT simply by writing a FUT number and displaying the tasks at the beginning of the next lesson.

Simplifying expressions with Brackets

Lesson Objectives:

To be able to multiply out single brackets and simplify expressions by collecting like terms.

Success Criteria:

By the end of the lesson I will be able to:

Multiply a bracket with a number.

Multiply out a series of brackets that are added together.

Multiply out a series of brackets that are added or subtracted.

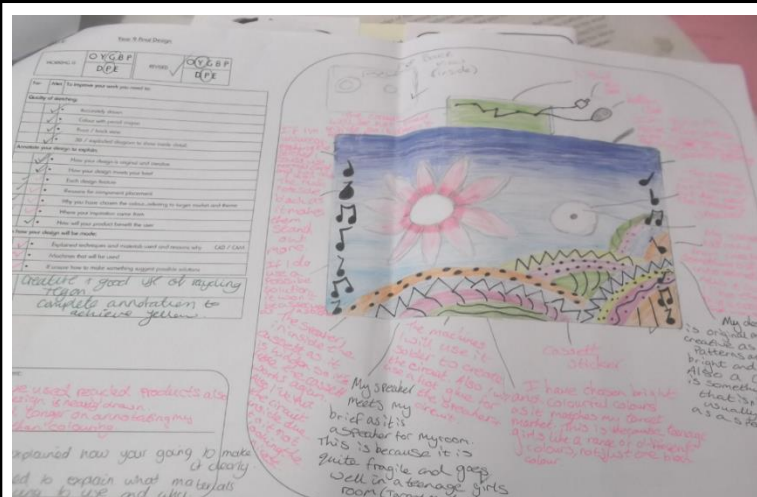
Make a hand written list/poster of common mistakes from student's work. In colour they correct in groups and then give right answers from the board.

Toolkit for effective feedback

PowerPoint slides with answers or common mistakes as well as FUT or targets.

Students then self or peer assess using the correct answers to make improvements.

- Devoirs - SA**
- > I have checked my answers carefully and corrected my mistakes.
 - When I was younger, I used to do swimming the weekend and dance on Tuesday.
 - Last year, I did sailing during the summer holidays.
 - Although I like sport, I am not always motivated.
 - Next week, I am going to go to the leisure centre where I am going to play badminton.
 - Je fais du sport quatre fois par semaine. Je trouve que c'est amusant et bon pour la santé.
 - À mon avis, pour être en forme, il faut bien manger et faire du sport/de l'exercice régulièrement.
 - J'ai fait du judo, c'était vraiment amusant/marrant/drôle.
 - Je voudrais faire du ski parce que c'est très actif.



Effective and achievable 'grows' that students can tick off for an easy system.

Helps Self-Assessment by giving clear success criteria.

Peer Assessment allowing time for a critical friend

Checklists (Moodle and/or tick lists)

Easy monitoring for both students and staff and a visual record of progress.

Checklist for R Thornehill (Teacher)

[View all students](#) [Add comments](#) [Toggle names & dates](#)

Checklist for different skills/features of Moodle you can use.

All items: 81%

Daily Moodle

- ☒ Morning Briefing
- ☒ Booking an ICT Room or set of iPads

SIMS Connect

- ☒ Accessing Registers

Moodle Content

- ☒ Adding a File
- ☒ Adding a Folder
- ☒ Adding a Link to a Website
- ☒ Adding a Text Label

Moodle Activities

- ☐ Adding an Assignment
- ☐ Adding a Checklist
- ☒ Adding a Wiki
- ☒ Adding a Quiz

Moodle Misc

Toolkit for effective feedback

Copper 29
Cu 64

Atomic Number
Number of protons

Atomic Mass
Number of protons and neutrons in the nucleus

To calculate the number of neutrons:
Atomic Mass – Atomic Number

Example:
How many protons are there in a copper atom? Look at atomic number = 29
How many neutrons are there in a copper atom? $64 - 29 = 35$

Now copy and complete this table in your books:

Element	Symbol	Number of protons	Number of neutrons
Oxygen	O	8	8
Aluminium	Al	13	13
Potassium	K	19	20
Silver	Ag	47	61
Nitrogen	N	7	7
Calcium	Ca	20	20

Fut:

CL
chlorine
P-17
E-17
N-(35-17)=18

5

234 235
-17 17
17 18

2

I would like my teacher to know...

- I can draw the atoms okay
- I need to work on the neutrons

Use of FUTs to show progress in a particular topic. These are modified for each group – higher ability linked to exam questions.

Focus on small but important areas—don't over complicate feedback. Mark against one or two specific criteria, even if there are more that could be marked. This allows for more focused and detailed feedback and follow up work.

Aim for small progress steps for big long term results.



FOLLOW UP TASKS

1. Complete the starred sections on your sheet. Use the writing frame if you need to.
2. Add colour to your sketch.
3. Expand the circled answer with a more detailed reason or suggestion for improvement.
4. Do you think the product would cost more if it was made and sold by Apple in an apple store? Do you think this would make a difference to what people would pay? Why?

EXPERT: Choose an additional product and use the same categories to COMPARE it to the first one you chose. Is it better or worse? WHY?

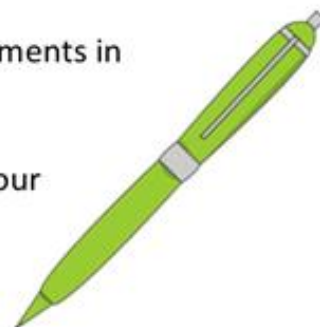
Prepared feedback questions on the board (the 5 that you always seem to use) then all you have to write in book is "FUT Q1 + 2" and the students respond in pink pen. In a few cases an individual or specific question can still be used, perhaps to challenge PP students.

Feedback

Different pen colours are used by staff and students for feedback.

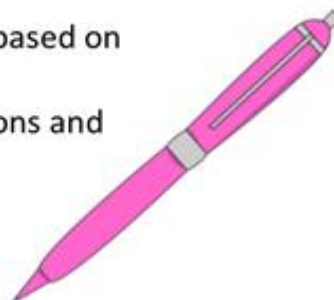
Teacher Marking

- Your teacher will mark your work and write comments in green pen.
- Your teacher will also give you verbal feedback.
- Feedback from teachers will help you improve your work.
- Make sure you check the marking of your work and act on it.



Student Marking

- You can make improvements to your work based on your teacher's feedback.
- You should use a pink pen to make corrections and improvements to your work.
- Responding positively to feedback shows us you have a Growth Mindset.



Glow and Grow Feedback



Glow Feedback

From teacher or peers.
This is feedback that identifies the things you are doing well



Grow Feedback

From teachers or peers.
This is feedback about how you can improve—opportunities to make your work even better.