

The Four Stones Multi Academy Trust

Feedback Policy (parents and carers)

Version Control

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Policy approved by: Deputy Chief Executive Officer
Next policy review date: Summer 2023

Version	Date	Details
1.0	May 2018	General review and update
2.0	June 2019	Updates to reflect the guidance in the 'Safeguarding lesson time' file
3.0	June 2020	General review and update
4.0	April 2021	General review and update
5.0	April 2022	General updates to reflect the protocols and MAT standardisation for 2022/23

Rationale

Feedback is crucial to the learning process. Research shows that when done effectively feedback has a significant impact on student progress.

What does effective feedback look like?

Feedback for students should be specific, accurate and clear and focus on Hattie's 3 key questions:

- Where am I going?
- How do I get there?
- Where to next?

Students should always have a clear idea of what they are working towards and what the identified success criteria is. Feedback should inform the student about their current performance and ensure that they are clear on their areas of strength and weakness. After feedback students should be clear about what their next steps are and how these will support them to meet the success criteria. The long-term focus should always be on improving the student and not an identified piece of work. With this in mind it is essential that we equip students with the skills to self-assess.

It is important to note that to be effective, feedback must focus on eliminating errors in future work – the sole purpose is not to make corrections to individual pieces of work at the time, but to enable improvements when moving forward for a long-term benefit. We must ensure that mistakes and errors do not continue to happen by using collaborative planning effectively to address identified areas. Additionally, it is imperative that we continually promote high expectations in relation to standards of presentation, so that students understand the importance of taking a pride in their work and focus on this each time they respond to a task. All work should be well presented, with the following:

- Blue or black ink
- A date on the left-hand side underlined with a ruler
- A title in the centre underlined with a ruler
- Corrections made using a different colour pen
- No graffiti

Frequency and types of feedback

At The Four Stones MAT, teaching staff are subject experts and are fully trained and aware of what constitutes effective feedback in their classroom. All teaching staff understand that not only is frequency of feedback important, but that activity combined with instant feedback yields the greatest impact. Feedback links explicitly to our three categories of assessment:

1. Daily assessment – in-class assessment which takes place on a daily basis.
2. Consolidation assessment – a specific task or question at the end of a sequence of learning.
3. Formal assessment – these assessments take place twice a year.

Daily assessment and feedback

Teachers read students' work regularly and use a variety of the following feedback strategies ensuring that feedback always forms an integral part of every lesson.

- Low stakes quizzing combined with questioning every lesson
- Teacher laps throughout the lesson
- Academic talk opportunities
- Visualiser feedback to showcase, construct or deconstruct student work
- Deliberate practice combined with feedback
- Individual verbal feedback and discussion
- Self and peer assessment of work supported by model answers, checklists and knowledge organisers
- Show me activities using mini whiteboards, a hand show or suitable alternative
- Questioning
- Regular informal assessments
- Reading of student work followed by a whole class feedback session identifying strengths, areas of development and next steps
- Plenary tests

Most classwork should be self or peer assessed by students:

- Every lesson we expect to see that recap quizzes and plenary tests are self or peer assessed.
- When completing responses in class, students should use self or peer assessment methods to review their work against success criteria provided by the teacher.

In addition, teachers should conduct book looks based on a selection of books each week to identify strengths and areas for improvement, and to provide feedback to all students in the following week.

All of the above strategies are used to inform planning, enabling teachers to adapt and respond to students' needs. Teachers ensure that students are encouraged to take responsibility for their own improvements and progress by checking/editing/re-drafting their work following feedback. There is no requirement for teachers to 'evidence' feedback as effective feedback will be evidenced by students making fewer of the same errors and/or mistakes and by their progress in the subject.

Consolidation assessment and feedback

At the end of a sequence of learning, teachers may select a specific task or question to consolidate students' knowledge. Teachers use a variety of the following feedback strategies to ensure that both the teacher and student know what the student can / cannot do:

- Self-assessment using pre-loaded answers if using multiple choice / short answer questions. Students should use a different colour pen to mark their work so that the strengths and areas for improvement are clearly visible.
- Peer assessment using pre-loaded answers if using multiple choice / short answer questions. Students should use a different colour pen to mark their peer's work so that the strengths and areas for improvement are clearly visible.
- Whole-class feedback session. Students should use a sub heading of 'Whole-class feedback session' and use a different colour pen when editing and re-writing their work.

Formal assessment and feedback

Formal assessments take place twice a year.

- Assessment one takes place mid-year and is knowledge based (including cumulative knowledge from the programme of study so far).
 - Students will use self or peer assessment to mark their assessment using the teacher's pre-loaded answers.
 - Students should use a different colour pen to mark their work so that the strengths and areas for improvement are clearly visible.
 - Students should have the opportunity to review the knowledge part of the assessment and respond to assessment findings by focusing on the area for improvement using the teacher's pre-planned review lesson.
- Assessment two consists of two parts. Part 1 is knowledge based and assesses the same knowledge from assessment one plus assessment of new knowledge taught since the first assessment. Part 2 assesses the application of knowledge and skill.

Part 1:

- Students will use self or peer assessment to mark their assessment using the teacher's pre-loaded answers.
- Students should use a different colour pen to mark their work so that the strengths and areas for improvement are clearly visible.
- Students should have the opportunity to review the knowledge part of the assessment and respond to assessment findings by focusing on the area for improvement using the teacher's pre-planned review lesson.

Part 2:

- Teachers will mark this section of the assessment using a variety of methods:
 1. A mark and individual target
 2. A whole-class feedback session
 3. An assessment grid

Feedback at KS5

When teaching sixth form students, teachers may wish to provide feedback on a more regular basis. Although this may be the case, the same feedback principles apply at KS5. Subject leaders must ensure the following:

- The regularity of assessments to ensure that they are completed at meaningful points
- The structure of feedback opportunities to ensure that they are purposeful
- The workload attached to feedback for teachers is to be considered when designing feedback opportunities

Subject leaders should consider a variety of feedback methods including the following:

- Whole-class feedback sessions
- Use of success criteria or feedback grids
- Use of marking codes

Written feedback

What doesn't work

Research shows that the following do not work.

1. Marking every piece of work
2. Writing the same comment in numerous books
3. Asking students to action their improvements as a quick starter
4. Correcting mistakes and expecting students to correct errors
5. Lengthy written teacher comments
6. Marking every single mistake
7. Assuming every student will be able to engage with your marking
8. Providing grades or superficial/lavish praise

The priority is that teachers know what students can and cannot do in addition to what they do and do not know.

Spelling punctuation and grammar (SPAG)

With marks at GCSE and A Level being awarded for spelling, punctuation and grammar it is essential that work is marked for spelling, punctuation and grammar. Teachers should focus on the spelling of subject specific words as well as ensuring the students write using standard English. Where teachers feel that there is a need to comment on students' spelling, punctuation and grammar, the following codes should be used to ensure that students understand the corrections that are required.

P	punctuation
Sp	spelling
C	capital letter
^	missing word
//	new paragraph
G	grammar
Exp	expression

Whole class feedback sessions following assessment

At least once a half term, as noted in the scheme of work, feedback sessions should take place following consolidation and / or formal assessment points.

Teachers take in students' work and look through all pieces to identify the following:

- What went well/even better if
- Commonly misspelt words
- Common mistakes
- Common errors to address
- Successful student work to be shown on the visualiser
- Students needing individual support
- Presentation issues

Teachers should complete the proforma in appendix 2 to support and scaffold the feedback session.

Expectations for feedback sessions

It is essential for students to spend time reflecting on and actioning improvements. Feedback sessions should be purposeful and students should be working on their own in silence. This time will also allow the teacher to circulate and provide individual feedback for identified students.

The purpose of a feedback session is to provide the following:

- Re-teaching and correcting of common errors and areas of weakness
- Opportunity to correct misconceptions and gaps in learning
- Timely feedback
- Development of a student's ability to self-assess
- Verbal feedback to the whole class and individuals
- Time to reflect, consider and action next steps
- More effective teacher led feedback
- Feed into collaborative planning sessions to support further planning

Appendix 1

Teacher Laps

When completing your teacher laps, consider the following:

- *What errors / misconceptions can you see when looking at students' work?*
- *Are errors / misconceptions from an individual / few students or a large number?*
- *Which errors / misconceptions need to be addressed during feedback?*

Class Date Notes

Homework checking

Non-completion	Incomplete homework

Appendix 2

Feedback session preparation

Class:

Date:

Teacher:

Next steps in learning: students		Next steps in learning: teacher	
What went well		What are the common errors / misconceptions?	
Even better if		What needs to be recapped / retaught now? What needs to be recapped / retaught later in the SOW?	
Spelling errors		Which students need individual support? Any incomplete work / presentation issues to address?	
Successful responses		Points to discuss at collaborative planning and ideas I have as to how the SOW could be amended to tackle these errors / misconceptions.	
Areas to address during this lesson			