



THE Boswells SCHOOL

FEEDBACK POLICY

A member of the Chelmsford Learning Partnership

Responsible	Local Governing Body
Lead Staff Member	Acting Deputy Headteacher (Teaching, Learning and Progress)
Approved by	[Local Governing Body]
Date Approved	January 2022
Version	1 (New Policy – replaces Assessment feedback policy)
Review Date	Spring 2023

THE BOSWELLS SCHOOL – FEEDBACK POLICY

Feedback Policy

All teachers at The Boswells School, aim to ensure that we provide learners with clear, consistent and effective feedback. As teachers we understand the pedagogy behind feedback, feedforward and feed-up. Feedback given to students is constructive and ensures demonstrable progress.

Students will receive a piece of feedback, in any suitable format, at least once per half term. Feedback is planned into the curriculum and is an integral part of teaching and learning.

Students should be aware of their flight path targets, current flight path attainment and know some of their next steps in learning.

What will Feedback look like?

Feedback can take place in many forms. Teachers are expected to follow curriculum plans and their professional judgement when deciding which feedback should be used. It must be impactful and promote progress for students. Teacher comments and written feedback must be completed in red pen. The strategies that are used to support Feedback include:

1. Whole Class Feedback Sheets
2. Verbal feedback to individuals or as part of Whole Class Feedback
3. Visualiser to model and provide class feedback
4. Live Marking, using pink for think and green for go
5. Celebration of successes and good responses
6. Student self-assessment or peer assessment in green pen
7. WAGOLL (What A Good One Looks Like) and Model Responses – often indicated with a title or yellow box
8. ACT MAD (Attainment, Comment, Target and Make A Difference) feedback on yellow paper for key assessment points

What is it not?

Feedback ensures that there is consistency across the school. As such, we ensure that we do not:

1. Mark every piece of work
2. Put ticks on pages and “flick and tick”
3. Write general comments like “not good enough”
4. Draw attention to the negative
5. Use live marking without explaining the next steps (when required)
6. Use live marking to highlight large portions of text or images
7. Provide feedback on every piece of work

When does it take place?

Feedback opportunities should be planned into the curriculum. Teachers may also spot other opportunities for modelling and live marking during lessons. It may take place:

1. At the point of teaching: likely to be modelling, live marking and verbal feedback
2. At the end of a task during the lesson: likely to be a WAGOLL and live marking
3. Away from teaching: likely to be whole class feedback, teacher comment or ACT MAD

There is a need to provide feedback after each key assessment, and this is a minimum of three times per year as per data drop cycle.

Live Marking

Live marking exists to provide in lesson feedback to students. A green highlighter is used to indicate a strong/positive response. A pink highlighter is used to indicate an error or development needed. The student is then expected to respond, in green pen, to the pink highlighter. This may also include common SPaG (Spelling, Punctuation and Grammar) errors, such as capital letters or punctuation. At the point of live marking, the teacher is likely to explain the next steps to the students, especially where a key error has occurred in their work. There may be times, for example a spelling error, where the student is expected to self-diagnose the mistake.

Teachers may draw a pink box or pink arrow to indicate where the student needs to respond to their feedback. This is where the student will respond in green pen. This is likely to be when a significant green pen response is needed.

ACT MAD

The main principle behind ACT MAD is:

A – Attainment

C – Comment

T – Target

At key points during the year, students will complete assessments. These will help inform flight path grades. At these points, the feedback may include the ACT element (above) or may involve whole class feedback. Either way, students will be receiving feedback to help them improve their work and understanding. Students must be given their flight path attainment as part of this process. The ACT, or whole class feedback, could be completed as a bank of comments and teacher indicating relevant comments for each student. These comment banks might be prepopulated and highlighted or ticked for each student. Alternatively, they might be a bank of comments used on whole class feedback to indicate WWW (What Went Well) and EBI (Even Better If). The comment banks must be there to support feedback. The Target must be actionable and understandable for the student. Whole Class Feedback can be used to help students understand their targets and next steps. Targets must be something that they can take forward and feed up. Best practice makes the comment and target as individual to the student as possible. This can still be achieved through whole class feedback and model responses.

All ACT MAD sheets must be on yellow paper for the students.

MAD: Students must then be given lesson time to respond to the feedback. They should use a green pen for any written response. The MAD time is most likely to respond to the T from ACT, or the whole class feedback. It may also involve the use of WAGOLL's and Model responses. The student must complete this important work.

WWW/EBI

Where peer assessment, self-assessment and specific teacher comments are written, the WWW and EBI approach should be used. Both teachers and students are able to use this for any specific comments that are written. It may well be that this is incorporated into the whole class feedback sheets.

Best Practice Examples

Here are some examples of live marking, student response, whole class feedback and ACT MAD feedback. Each curriculum area is likely to have slightly different version of sheets, but the principles of feedback are to be consistent across the school.

Whole Class Feedback

Whole Class Feedback

Class: _____
Date: _____

Stepping Up? Oscar Moments.

Common Misconceptions

Next Steps...

Assessment of Understanding

SPaG Presentation

😊
😐
😞

Live Marking

Towards the end of the extract, during the avalanche, Zoe was described as being "punched off her feet and carried through the air, twisting, spinning, turning in the white out." The triplet of the listed verbs creates a sense of danger; this is because it shows ~~the continuity~~ and how it keeps happening. This links to the simile "it was like being agitated inside a washing machine, turned head over heels a few times." Again, this further emphasises the danger and how she was being chucked around by the snow and she had no control over her

This shows the power of nature and how powerful the avalanche was and how she has no control over her actions and movement.

* the way in which she was carried through the avalanche is that she was "punched off her feet"

Assessment ACT MAD

Chapter 10 – The Human nervous System (Trilogy – Foundation Paper)

Grade Achieved	U	1	2	3	4	5	6	7	8	9
Target Flightpath	U	1	2	3	4	5	6	7	8	9

Question	RAG	Marks	Command	Content	MAD TASK
1.1 – 1.2		/6	Identify/recall	Reflexes/effectors	Copy Key points from page 139 (Trilogy book) 151 (Biology book)
2.1		/3	Recall	Receptors	Q2 page 135 (Trilogy book) 147 (Biology book)
2.2		/1	Identify	Anomalous results	Q2 page 140 (Trilogy book) 158 (Biology book)
2.3 – 2.4		/3	Calculate/conclude	Mean reactions	Q2 4-2.5 on page 141 (Trilogy book) only
3.1-3.2		/3	Identify and suggest	Reflex actions	Copy key points page 139 (Trilogy book) page 151 (Biology book)
4.1 - 4.2		/4	Match/state	Homeostasis	Q2 page 135 (Trilogy book) 147 (Biology book)
5.1 - 5.2		/3	Recall	Neurones	Q1c and 2a page 137 (Trilogy book) 147 (Biology book)
5.3 - 5.6		/5	Explain/justify	Unconscious actions	Q2 page 139 (Trilogy book) 151 (Biology book)
5.7		/2	Suggest	Improvements	Q2.6 page 141 (Trilogy book) only
W.W.W. Comment					
<p>MAD Targets: Write AT LEAST 3 targets for improvements using the COMMAND and CONTENT for your weakest (red) questions.</p> <p>1)</p> <p>2)</p> <p>3)</p>					