



Icknield Community College

FEEDBACK POLICY



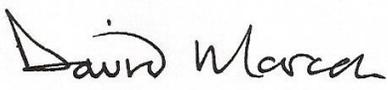
Approval & Review

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Signed: 
(Chair of Governing Body)

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Feedback Policy

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. EEF research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students where they are wrong

Principles

- The sole focus of feedback (and marking) should be to further children's learning. Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many other forms other than written comments. The type of feedback provided should be tailored to the message being given and the students receiving it.
- Feedback should be provided in an appropriate format which encourages students to improve their work.
- Feedback delivered closest to the point of action is often the most effective and, as such, feedback given in the lesson is often more effective than comments provided at a later date.
- For feedback to be purposeful, students need to know what they are working towards; learning outcomes and success criteria need to be shared with students.
- To achieve the ultimate goal of accurate self-assessment, students should be given opportunities to participate with peer and self-assessment (PASA). This will require training from their teachers, with scaffolding and modelling put in place.



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- Students normally learn from high quality discourse, receiving feedback on their ideas and approaches. Teachers should train students how to talk effectively in their classrooms, modelling effective classroom talk.
- For feedback to become transformative, students need time and opportunity to act upon it and respond to it. This response can be collective or independent, immediate or through future work, depending on the nature of the feedback.
- Students' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is being reviewed, this should be acknowledged in books.
- This policy is designed to allow the teachers the time to teach well.

Expectations

- The success criteria for each task (with the exemption of tests/quizzes/mocks) will be made clear to students (to enable them to self-assess their work where appropriate).
- Students will be expected to self and peer assess work using these success criteria in order to understand how to improve their own work.
- Students will be encouraged to engage with the all feedback provided and use it to improve their work. Whilst they might have a task to respond to some feedback, this will happen routinely. Students may simply respond by making fewer of the mistakes or errors highlighted in the feedback, and getting better at the subject.
- Feedback will take account of literacy. In the Professional Standards for Teachers, standard 3 requires all teachers to

“demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject”

Teachers will support students in the development of their literacy by highlighting errors in spelling, punctuation, expression and capital letters on some pieces of students' work, for example on extended writing.

- Feedback is given in three ways:
 - Immediate feedback – at the point a student is completing a task
 - Summary feedback – at the end of a task or the lesson



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- Review feedback – away from the point of teaching (which might include written comments)

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> -includes teacher gathering feedback from teaching including mini-whiteboards, book work or online multiple choice quizzes -takes place in lessons with individuals or small groups -often given verbally to pupils for immediate action -may re-direct the focus of teaching of a task -may come from the teacher or from a peer through effective classroom talk 	<ul style="list-style-type: none"> -lesson observations/learning walks -evidence of peer/self-feedback in students' work -improvement evident in students' work through editing or further work (which would be seen if present to hear the feedback rather than through a book review)
Summary	<ul style="list-style-type: none"> -takes place at the end of a lesson or activity -often involves whole groups or classes -provides an opportunity for evaluation of learning in the lesson -may take the form of self or peer-assessment against success criteria -in some cases, may guide a teacher's further use of review feedback, focusing on areas of need. -in many cases, this will guide a teacher's planning of the next lesson or lessons. 	<ul style="list-style-type: none"> -lesson observations/learning walks would evidence that teaching has been adapted from the original plans -evidence of peer/self-feedback in students' work -improvement evident in students' work through editing or further work
Review	<ul style="list-style-type: none"> -takes place away from the lesson -may involve written comments/annotations for students to read/respond to -leads to adaptation of future lessons through planning, grouping or changed tasks -may lead to individual targets, goals or tasks being set for students 	<ul style="list-style-type: none"> -acknowledgements of students' work being read -written comments by the teacher and (sometimes) appropriate responses or actions by the students -adaptations of teaching sequences compared to initial planning

- Teachers will make considered judgements about the pieces of work for which they provide written feedback. There is not the capacity to provide written feedback on all student work so prioritisation will take place to provide maximum learning for students. For example, an end of topic test might be prioritised for written feedback.



Types of feedback used at Icknield Community College

Feedback from the teacher to the student could include:

Type of Feedback	Description/example	Outcome
In class feedback	The teacher reads the student's work whilst they are completing it (or discusses their understanding with them) and gives feedback or prompts to support the student with improving their work or with how to approach the work in a different way. The teacher may approach the student or the student may approach the teacher.	Students receive immediate feedback to move them towards their learning goal.
Individual written feedback	The teacher identifies strengths and developments in the work; the student may respond to it straight away in order to improve. The developmental comment may be phrased as a question to aid a response.	Students receive written feedback tailored specifically to improving the work they have completed.
Providing model answers	Teachers will either provide or co-construct model answers for the students. These can be used by the students to reflect on the quality of their own work.	Students are able to self-assess the quality of their own work and use the model to understand the improvements that they can make to the work they are doing.
Whole class feedback	Following the teacher monitoring the whole class' work, general strengths and developments will be fed back. The teacher could guide students to develop their own work or set a new task for the students to demonstrate what they have learned from the feedback. For example: the teacher has noted that many students have spelt a word incorrectly in their work. The teacher feeds back to the class about the mistake and how to avoid this. Students correct their work and the teacher may set a spelling test at the end of the lesson.	The teacher can feedback to larger groups of students more efficiently based on the assessments they make from reading students' work. Also, the students have to apply the teacher's feedback to their own work so are more likely to engage with feedback process.

Feedback from student to teacher or from student to student could include:

Type of Feedback	Description/example	Outcome
In class feedback	The student reads their peer's work whilst they are completing it (or discusses their understanding with them) and gives feedback or prompts to support the student to support them with improving their work.	Students often learn more rapidly when effective conversations take place on the work they are doing, challenging each other's ideas.



Self-audits	Perhaps following a test, students might complete an audit sheet to analyse which topic areas they have a strong understanding of and which topic areas they need to develop a deeper understanding of. The student might then plan activities or some revision to help them improve their understanding of the topic area that they need to work on. Finally students might correct their work or complete a further task to show they have improved their understanding.	Students reflect on their own knowledge, skills and understanding to inform their own next steps. By sharing these with their teacher, the teacher is able to tailor future lessons to meet these learning needs.
Peer and self-assessment	Students use a mark-scheme or success criteria to identify strengths and developments for themselves or for a peer. The development may be phrased as a question. The recipient may then immediately complete their responses to the questions in order to improve.	Students will develop a greater understanding of the success criteria and/or markscheme so should be more able to produce improved work.
Highlighting	Students highlight different aspects of elements of the work according to the requirements of the mark-scheme or success criteria. They can use this to identify strengths and developments.	This can help to focus students' attention on specific learning points.
Success criteria ladder	The student assesses work against a ladder of success criteria. The student might then improve their work to try to move up the ladder.	Students will develop a greater understanding of the success criteria and/or markscheme so should be more able to produce improved work.

Monitoring of feedback

The most fundamental focus of monitoring feedback is establishing whether it is having impact. It is part of the role of subject leaders and school leaders to monitor all aspects of this policy. This could be done by:

- Looking at students' work to investigate the impact of feedback.
- Talking with students about the impact of feedback.
- Observing parts of lessons to improve our understanding of the most effective ways of using feedback to increase students' progress.