Tenbury High Ormiston Academy Feedback Policy

Aims

To establish a consistent approach to feedback which applies the Tenbury non-negotiables by:

- **planning** opportunities for focused and meaningful feedback;
- **engaging** learners in their progress by creating a partnership between teachers and pupils through feedback;
- **ensuring** learning is secure through effective written and verbal feedback;
- **assessing** progress made by pupils and identifying next steps for learning;
- **personalising** feedback to the needs of the individual;
- **creating** a positive learning environment, using feedback to motivate learners to be the best they can be.

Rationale

Feedback is recognised as one of the most powerful influences on pupil progress and achievement. The 2013 Ofsted report states that the school needs to improve by ensuring that 'teachers' questions and their marking always enable all students to think and reflect more deeply about their learning.'

The school is committed to increasing the effectiveness of teachers' feedback, marking and response, in order to improve the progress made over time by all pupils.

Feedback strategies

- **Written formative feedback at KS 3 and KS 4**
  Formative feedback does not provide pupils with a level; it is focused on determining where pupils are in their learning. Feedback relates to the learning objectives of a task and focuses on established success criteria to tell the pupils what they have achieved and where they need to improve. *At Key Stage three, this feedback will be rooted in the three thresholds of Mastering, Securing and Developing and will be used to secure progress through these thresholds. At KS4 feedback will be given against GCSE assessment criteria and GCSE grades or levels.* Importantly, the feedback provides actionable steps, with a sense of immediacy in response, to allow pupils to make the next step in their learning. It is up to departments to specify how regularly students receive written feedback.
- ***Written feedback at KS3***
  The main form of feedback in years 7 and 8 will be formative and will be given regularly throughout the school year. The main opportunity for a summative judgement in year 7 or 8 pupil will be at each assessment point in the year via the interim reporting to parents. This is likely to be formed through a judgement based on a range of assessment opportunites including formal assessments and class work. However, alongside the formative feedback, will be an indication of progress made since the last assessment. The following indicators will be used:

  - *- (Not making the expected progress within their baseline threshold)*
  - *0 (Making expected progress within their baseline threshold)*
  - *+ (Making good progress within their baseline threshold)*

    For example
    *Predicting & planning fair tests
    *Describing using correct scientific words

    Wish: Explain below how vacuum flasks reduce heat loss using the key words in your book

    Make a reasoned prediction for what would happen to the rate of reaction if we increased the concentration of an acid in a reaction with magnesium.

    +   (suggesting good progress within the baseline threshold has been made)

    It is important to note that the progress comments look at how pupils are performing against their baseline threshold.

- *Written summative feedback at KS4*

  Summative feedback results in an evaluation of pupil achievement - for example, allocation of a level or allocation of a letter or numerical grade. It is up to departments to specify how regularly students receive summative feedback. Summative feedback will be given against a mixture of GCSE grades and GCSE levels according to the specification being studied.

- **Verbal feedback**
  - **Discussing work with pupils**

  This is when teachers offer one-to-one feedback on a finished piece of work or a piece of work in progress. It is found that using a stamp or sticker indicating that verbal feedback has been given can give verbal feedback a higher profile. Pupils should act on the verbal feedback given in the same way that they would act on written feedback – this might simply mean getting students to mind-map around the stamp what has been discussed.

  - **Questioning**

  This kind of questioning provides information about pupil knowledge, understanding and skills and informs the teacher's planning and selection of teaching strategies to move pupils from where they are to where they need to go. Planned and strategic questioning provides teachers with the opportunity to identify and correct misunderstandings and gaps in knowledge, as well as identify the need for extension work for those students whose knowledge and skills base demand it.

- **'Light touch' marking**

  To enable the school to provide high impact feedback on focused pieces of work, other marking should be more 'light touch'. 'Light touch' marking does not require attainment levels or grades. Instead, it could include the following:
  - ticking, traffic-lighting or a similar strategy to check for understanding and misconceptions;
  - a brief comment or use of subject-specific mark code if appropriate;
  - an indication as to whether the work is of a suitable standard;
  - marking for literacy.

- **Peer feedback/assessment**

  Peers use established success criteria to tell another pupil what they have achieved and where improvement is necessary in relationship to the lesson objective. Again, the feedback provides specific suggestions, using only the established success criteria, to make meaningful comments which help achieve improvement. Peer assessment can involve pupils providing their peers with a grade or level.

- **Self-assessment**

  Self-assessment encompasses the ability for pupils to evaluate and monitor their own progress through understanding the learning objectives and success criteria. Pupils use the criteria to judge what they have learnt and what they still need to learn; reflect on the learning process to ascertain how they learn best; set learning targets based on what they still need to learn and manage the organisation of their learning.

Effective feedback

Effective feedback at Tenbury High Ormiston Academy will:

- embody the non-negotiables adopted by the school;
- ensure that pupils receive selective feedback at regular intervals as specified by individual departments in their Feedback Policy and agreed by Senior Leaders;
- be related to the planned learning and lesson objectives, using relevant success criteria;
- be expressed in language accessible to the pupil whereby targets are personalised and differentiated;
- recognise, encourage and reward a pupil's effort and progress;
- be a two way, interactive process establishing a meaningful dialogue (both written and verbal) with pupils;
- offer questions to promote thinking;
- provide **formative** written feedback about strengths in pupils' work using a consistently applied department strategy (specified in the Departmental Policy), such as 'Two stars';
- indicate actionable next steps for learning in pupils' work which must be responded to by the pupil, using a consistently applied department strategy (specified in the Departmental Policy), such as a 'Wish task';
- use command words which require action and give a sense of urgency to learning;
- use **summative** written feedback to fit in with the half termly assessment milestones;
- encourage pupils and teachers to reflect on assessment data when provided;
- regularly allow pupils to use and develop the skills of peer and self-assessment;

- be underpinned by the principle that all pupils can make progress and are expected to be the best that they can be.

Literacy across the curriculum

All teachers are teachers of literacy. Feedback and marking should promote the highest standards of writing and literacy across the curriculum. Subjects will use a shared literacy mark code to achieve consistency between curriculum areas. *Literacy errors will be identified and pupils expected to correct an identified number of errors as part of their responses to marking*

P	Punctuation
Sp	Spelling mistake
N/P	New paragraph
MW	Missing word
NS	No sense

Responding to spelling errors in feedback

Teachers will identify and, where appropriate, correct spelling errors. The identified errors may be subject specific errors or more generic ones. It is advisable to correct only three spelling errors per piece of work. The follow up task for the student must be to rewrite the correct spelling three times in their books.

Presentation in exercise books

If work is presented below standard, pupils will be expected to redo the piece of work ensuring that work is presented in line with teacher's expectations.

Role of Heads of Department

Heads of Department are expected to ensure that:

- they construct and use a Departmental Feedback Policy that enables the Whole School Feedback Policy to be effectively implemented;
- a balanced marking procedure is developed in which feedback is regular, realistic and meaningful, taking into consideration the differences in subject and Key Stages;
- the impact of the Departmental Marking Policy is monitored by conducting regular work scrutinies;
- planned opportunities are created each term to moderate key assessment activities to ensure consistency;
- students and teachers have access to level and grade success criteria that are understood by all pupils.

Role of Senior Leadership Team

Senior leaders should monitor and evaluate the implementation of the Whole School Feedback Policy and Departmental Feedback Policies, enabling departments to share best practice and providing information on how feedback across the school can be further developed. Where ineffective or vulnerable practice is identified, SLT will provide bespoke support strategies to bring practice in line with other areas and therefore ensure consistency.