Calder High School

Calder Learning Trust

Feedback Policy

September 2021

Last reviewed on:	September 2021
Next review due by:	September 2023

Setting the scene

Feedback is a central part of a teacher's role and can be integral to student progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found the provision of high-quality feedback leads to significant progress over the course of a year.

Feedback can take many different forms. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result. Our feedback policy aims to promote consistent practice at a high standard across the school in line with the DfE Teachers' Standards.

Our principles

- Feedback has the key purpose of actively promoting learning and progress in all subject areas
- All students have the right to receive regular and timely feedback in all subject areas
- All feedback should be personalised to the individual needs of the student
- Feedback will promote motivation, resilience and metacognition, encouraging students to be strong independent leaners and to take ownership of improvements to their work

Type and Frequency of feedback

Verbal feedback:
This is the most frequent form of feedback. It has immediacy and relevance as it leads to direct student action. Verbal feedback may well be directed to both individual students and groups of students; these may or may not be formally planned. There is no need to evidence verbal feedback in books.
Written feedback**:**
Deep marking involves detailed personalised feedback. It will clearly identify both strengths and strategies for improvement that a student will then act upon in 'green time'. Many subject areas may wish to use a coded feedback sheet when completing this (see Appendix 3).
Diagnostic checkpoints, resulting in whole-class feedback, will identify specific issues such as gaps in knowledge, common misconceptions, use of subject specific vocabulary, issues pertaining to accuracy of writing and presentational issues. Staff should use the whole-class feedback template contained within their booklets when completing this (see Appendix 4).
Peer to peer feedback:
This is shown by research to be one of the most effective forms of feedback. Students will need to be well trained and guided to peer-assess one another successfully.
Self-reflection:
Akin to peer feedback, students need an explicit and clear structure to identify their learning needs. Teachers should share success and/or assessment criteria where appropriate.

The key expectation is that all forms of feedback are frequent enough to impact positively on student progress and that it is timely in relation to the work students have been completing. The frequency of feedback will vary between subjects and key stages; agreed minimums should be clearly stated in the feedback policies of each faculty for both deep marking and diagnostic checkpoints. Consideration also needs to be given to teacher workload, and Curriculum Leaders/Directors of Learning should set

expectations which are reasonable for teachers and that do not have a negative impact on other aspects of their role or personal well-being.

Quality of feedback

Feedback should:
- be consistently high quality and constructive
- be specific about strengths so that students know what they have done well and how to build on these areas
- identify specific areas for improvement so that students know what they have to do to progress
- be motivating for students and promote a 'growth mindset'
- challenge students to think at a deeper level
- encourage and promote pride in the presentation of student work
- be manageable for students to act upon
- be appropriate in tone and show that teachers value the efforts of students *(teachers should reward both effort and attainment on ClassCharts regularly)*
- model high standards of written accuracy

Monitoring and evaluation of feedback

Directors of Learning and Curriculum Leaders must ensure their faculty feedback policy supports this school policy. Faculty policies should clearly identify the type and frequency of feedback in their subject area at all key stages.

Directors of Learning and Curriculum Leaders will undertake regular and systematic quality assurance to ensure feedback is allowing students to progress their learning. This may involve both informal and formal conversations with students and staff, and work scrutiny during learning walks.

Senior Leaders will regularly discuss and evaluate the quality of feedback in their faculty as part of the line management meeting process. Where there are concerns over feedback in a particular class, the Learning Director or Curriculum Leader will consult with their SLT line manager about the appropriate course of action to be taken.

Summary:

Effective feedback is an essential part of the education process. At its heart, it is an interaction between a teacher and a student and is a way of acknowledging students' work, checking outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving progress.

Finally, although there is no 'one-size-fits-all' approach, it should be remembered that to be effective all feedback should be meaningful, manageable and motivating.

Appendix 1: Promoting mastery in written communication - marking for accuracy

It is the expectation that spelling, grammatical and punctuation errors made by students in all key stages should be identified by teachers in all faculties when marking extended pieces of work. Professional judgment should be applied when marking a student's work as to the frequency and type of correction. In some cases it may be appropriate for the teacher to make the correction, however in most cases it will be more appropriate simply to identify the error and ask that the student makes their own correction at a later point. It is important that students learn from their mistakes and are encouraged to get into the habit of proof reading their work for accuracy prior to submission. The following codes should be used by staff when correcting written work.

Sp: Copy out **spellings** three times
G: There is something wrong with your **grammar**. This means your sentence has not been written correctly. Have you missed a word out? Mixed up have/has or were/was? Is it a complete sentence? Read it carefully, and then re-write it as you think it should be.
P: Check and correct your **basic punctuation**: capital letters, full stops, question marks, exclamation marks, speech marks, apostrophes and commas.
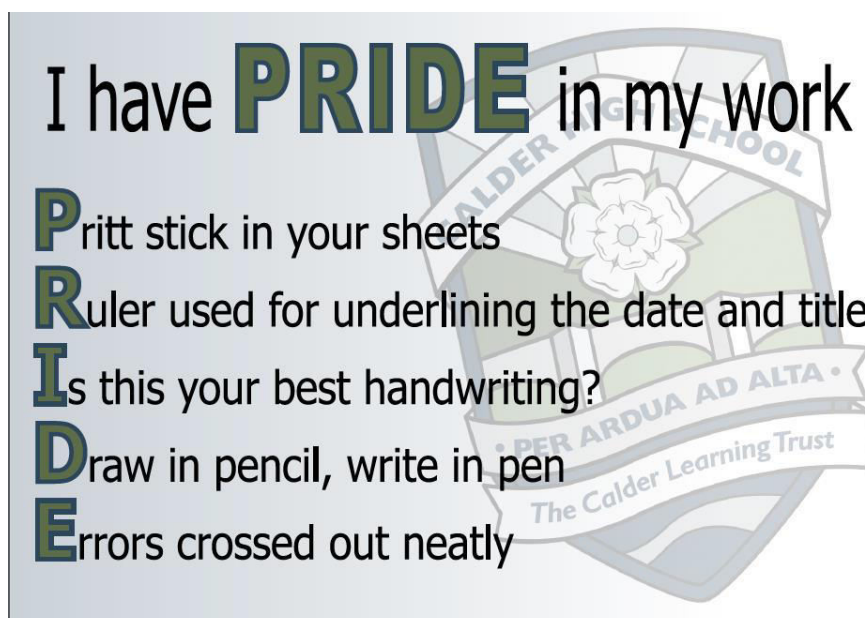**T:** Check through your **tenses** to make sure you have kept in the same tense.
NP: Check your **paragraphing**, marking in where there should be a new paragraph with //. Use the TiP ToP rules of paragraphing. (Time, place, topic, person)
H: Check your **homophones**! Homophones are words that sound similar, but are spelled differently. E.g. Their/there/they're or were/we're/where. You have used the wrong spelling – correct it!

Appendix 2: PRIDE

The acronym PRIDE is used as a reminder to ensure that students take PRIDE in their work. The poster below is displayed in all classrooms. Staff should use the guidelines to support Calder students to have PRIDE in their work and should expect all work in books to follow the PRIDE rules. Staff should recognise consistently well-presented work on ClassCharts using the positive PRIDE merit and should ensure that students who do not meet the PRIDE criteria repeat poorly presented work. PRIDE should be checked not only when deep and diagnostic feedback takes place, but also 'live' when circulating the room during a lesson. In addition, PRIDE will be monitored during learning walks by TLR holders, Directors of Learning, Curriculum   Leaders and SLT.

I have **PRIDE** in my work

Pritt stick in your sheets
Ruler used for underlining the date and title
Is this your best handwriting?
Draw in pencil, write in pen
Errors crossed out neatly

Appendix 3: Deep marking – coded feedback template

The deep marking of student work should take place in line with the frequency stated in the Faculty feedback policy. The following template (or a version of it) should be used when completing this task. Evidence of this should be found in student books/folders.

Deep marking: Coded feedback template

Topic: **Date:**   **Class:**

Strengths:

S1 =

S2 =

S3 =

S4 =

S5 =

Faculties may or may not wish to pre-populate this template with as many strengths/areas of improvement that they want prior to marking.

Common misconceptions:

Challenge Task:

Green Time Improvements:

I1 =

I2 =

I3 =

I4 =

I5 =

Writing for accuracy:
Sp: copy out correct spellings three times
G: correct the grammar error you have made
P: correct the punctuation error you have made
T: correct the error in tense you have made
NP: remember to start a new paragraph when appropriate

Presentation:
Pritt stick in your loose sheets
Ruler used to underline dates and titles
Is this your best handwriting?
Draw in pencil, write in ink
Errors crossed out neatly

Appendix 4: Diagnostic checkpoint – whole class feedback template.

A sample of student books (approximately 10) should be checked for knowledge gaps, misconceptions, common spelling errors and PRIDE. This should take place at least once a half-term for every group taught. The following template should be used when completing this task. This can be found in the 'diagnostic checkpoint' booklet distributed to all teaching staff at the start of the year.

Diagnostic checkpoint: Whole-class feedback template

Topic: **Date:**   **Class:**

Best practice/praise:

Knowledge gaps/common misconceptions:

Next steps in learning:

Common spelling errors:

Issues with PRIDE: