

FEEDBACK POLICY
2019/2020



Ecclesfield
SCHOOL

Shared with the Governing Body on 9 October 2019

Signed:
(Headteacher)

A handwritten signature in black ink, appearing to read "Michael J. Walker".

Signed:
(Chair of committee)

A handwritten signature in black ink, appearing to read "M. Brad".

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Rationale

This policy has been developed by Ecclesfield School's Teaching and Learning Team, working in conjunction with staff volunteers, and aims to reshape the school-wide approach and culture of feedback. Staff/student voice, visits to other schools and Educational research¹ have helped to inform the methods we have developed and implemented in September 2019.

This alternative approach to feedback seeks to meet the following aims:

- a) Improve the regularity, consistency and quality of bespoke verbal feedback given to students
- b) Reduce workload for teachers
- c) Provide a broader range of more timely opportunities for students to address personal and whole class misconceptions as they arise and live in the classroom.
- d) Sharpen teaching to better meet students' needs
- e) Reshape tasks and lessons to maximise learning opportunities and accelerate progress
- f) Maximise the impact of DIRT (Designated Improvement and Reflection Time)
- g) Change the culture of marking and feedback to empower staff and further engage students in independent learning
- h) To improve outcomes for all students.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the Department for Education's research into teacher workload, which has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasis that marking should be: 'Meaningful, Manageable and Motivating'².

Key Principles

Our policy on feedback, at its core, has a number of principles:

- a) The sole focus of feedback should be to further children's learning;
- b) Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- c) Feedback should empower children to take responsibility for improving their own work;
- d) New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.
- e) We praise our students' work. We celebrate and share the best practice.
- f) With regards to summative assessment, each department will be able to design its own one page summary to ensure the policy is specific to their curriculum area. This allows each department to have some autonomy whilst still working within the framework of the whole school policy.

¹ EEF 'A Marked Improvement? A review of the evidence on written marking' (2016) Elliott et al.

² 'Eliminating unnecessary workload around marking': Report of the Independent Teacher Workload Review Group (March 2016)

Process

Formative Assessment

From September 2019, teaching staff will utilise the 'hunting' method to circulate around students in their class. They will provide bespoke, personalised, verbal feedback whilst students are completing work within any lesson incorporating individual, independent work, which will adhere to the following expectations:

- a) Live Feedback: All teachers are mobile – Teachers are out of their chairs, circulating the room, checking students' work to identify individual and broader misconceptions and carrying a highlighter and pen to provide live and instant feedback. Evidence as to what to look for is included in Appendix A³.
- b) **Green pen for errors** – Where a teacher spots errors in a student's work and provides verbal feedback, these should be noted in green pen and department specific codes should be used. Students' work following this is expected to respond to the re-direction **in purple pen**.
- c) **Orange highlighting for improvement** – Where a teacher highlights in orange a specific area, a sentence or paragraph in a book, the student is expected to investigate and improve.
- d) Students should self and peer assess in **green pen** and write SA and PA next to the appropriate piece of work.
- e) **Purple pen for DIRT** – Any misconceptions, either individually or as a whole class, are expected to be corrected in a student's individual purple pen.
- f) All students' books should be looked at *in the classroom* and include one piece of feedback **every four lessons**, as a minimum requirement. MINT class should be used as the teacher 'hunts' to ensure all students, including priority cohorts, are seen and they receive personalised, appropriate feedback. Misconceptions are addressed and gaps are plugged.

Summative Assessment

One formal teacher assessment per term will take place, in all year groups and subjects, as per the school's DART assessment calendar and protocol. The following expectations apply:

- a) All teachers should assess the same piece of work: This will be communicated by Curriculum Leaders and agreed by SLT Links. A whole school quality assurance process will be put in place to support this. All assessments will include a minimum of 25% recall.
- b) Whilst looking at students' progress, a 'Whole Class Feedback Misconceptions'⁴ sheet should be compiled. The whole school proforma should be used and can be found in the Teacher Planner.
- c) Teachers can also offer personalised feedback as per individual departmental policy. This could be via QLAs or other written feedback.

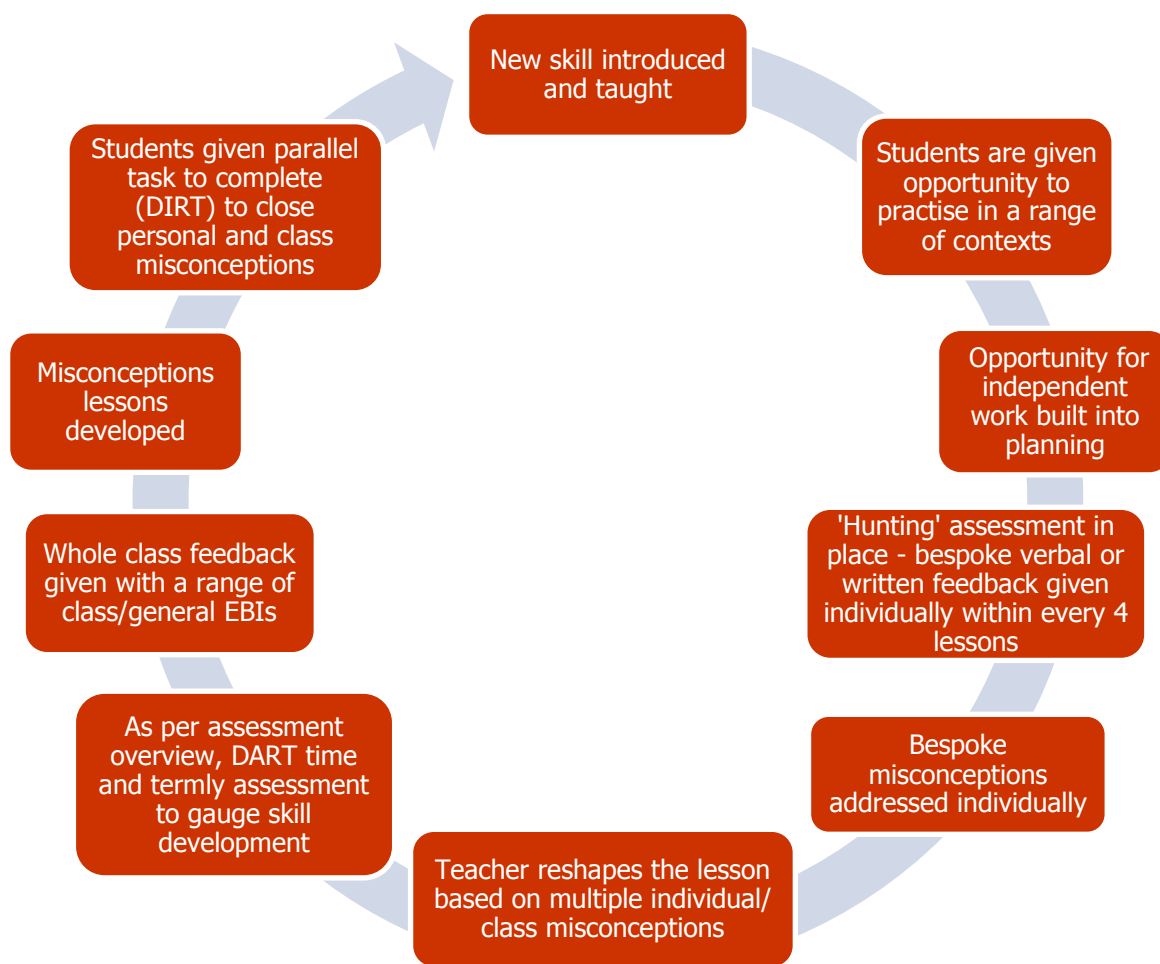
³ Appendix A: Feedback Checklist

⁴ Appendix B: Whole Class Feedback Misconceptions sheet

- d) Overarching class strengths and areas for improvement should be noted and shared: Through the use of visualisers, any work that exceeds or does not meet expectations, should be shared with other students as a point of development or comparison.
- e) Bespoke class misconception lessons: Often, misconceptions are arrived at as a result of gaps in teaching. Following an assessment, bespoke misconceptions lessons will be delivered, with class content displayed on the visualiser or modelled on paper.
- f) DIRT lessons: DIRT lessons will follow, in order to give students a fresh opportunity to demonstrate the same skills as the initial assessment, *but in a different context*.

Summary of Feedback Process:

The diagram below illustrates Ecclesfield School’s feedback cycle which all staff are expected to implement:



Feedback in Practice:

It is pivotal that teachers evaluate the work that students undertake in lessons and use this information to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

Type	What it looks like	Evidence (for observers)
Immediate (at the point of teaching)	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching, including mini-whiteboards, questioning etc. Takes place in lessons with individuals or small groups Often given verbally to students for immediate action May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> Lesson observations/learning walks Some evidence of annotations or use of highlighters Improvements evident in books either through editing or further working
Summary (at the point of teaching/ in the lesson)	<ul style="list-style-type: none"> Might take place at the end of an activity or lesson Might involve whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer assessment against agreed set of criteria Might well guide a teacher's use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> Lesson observations/learning walks Some evidence of self-peer assessment Timetabled pre-and post-teaching based on assessment
'The next step...The gaps show....'	<ul style="list-style-type: none"> Might involve a part of the lesson/planning for subsequent lessons, addressing misconceptions and plugging gaps Might involve talking to the class about strengths and areas for development and time to practice/improve 	<ul style="list-style-type: none"> Lesson observations/learning walks Evidence in books of students editing and redrafting work in green pen
Summative (Once a Term)	<ul style="list-style-type: none"> Takes place away from the point of teaching Will involve whole class feedback which addresses misconceptions May involve written comments/annotations for students to respond to Leads to adaptation of future lessons through planning, grouping or adaptation of tasks 	<ul style="list-style-type: none"> Acknowledgment of work completed Written comments and appropriate action/responses Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

SPaG: Marking for Literacy using whole school codes

Please note this guidance should be read in conjunction with the School Literacy Policy


It is not expected that staff correct every spelling, punctuation and grammar error in every piece of work. Repeated errors, Tier 3 subject vocabulary and high frequency words should be prioritised and highlighted using the marking codes in order to direct learners to correct these.

Again, time needs to be set-aside in lessons so that learners respond to feedback and act upon the advice. The expectation is that students *Look, Cover, Write, Check* (LCWC) three times in purple pen in order to increase the likelihood of retaining the accurate spelling of those words. Where time allows, students can be given the opportunity to find the correct spelling for themselves using a dictionary and then LCWC.

—	Spelling mistake	X	Incorrect / Factual mistake
P	Punctuation mistake	CL	Capital letter mistake or omission
G	Grammar mistake	^	Insert missing word(s)
WO	Wording mistake	//	New paragraph

PROUD

“The standard you walk past, is the standard you accept”. Students are expected to take pride in their learning and books should reflect this. Teachers should have high expectations with regards to students’ presentation and should be checking and be re-directed as part of the ‘hunting’ process. Where standards are not high enough, teachers should use the whole school consequence system. If PROUD is consistently poor, then the teacher should issue a *PROUD concern* sticker, as illustrated below. Best practice and examples will be shared as part of Routines Briefings and on the T&L MLE page for CLs and LTs to share in curriculum areas.


I AM PROUD

P PREPARED

I have my pen, pencil, ruler and calculator.
I draw in pencil and write in pen.

R RULE OFF

I rule off when asked and use all space in my book.

O ORGANISED

I keep my handwriting neat, my book tidy and I organise the learning in my book. I use a ruler to cross out mistakes.

U UNDERLINE

I write down, and underline with a ruler, the date, lesson objective and titles.

D DEDICATED

I dedicate time and effort to completing all work set to the best of my ability.

Work Hard
Be Kind
Aim High
Show GRIT

Proud Concern

Your presentation has not made the PROUD standard. Please refer to the front of your book where you will see our expectations. It is your responsibility to put this right. If this does not improve your teacher will issue you with a whole school detention.

P PREPARED
I have my pen, pencil, ruler and calculator
I have my pen(s) and write in pen.

R RULE OFF
I talk off when asked and use all space in my book.

O ORGANISED
I keep my handwriting neat, my book tidy and I organise the learning in my book.

U UNDERLINE
I write dates, unit underlines with a date, the date, header alignment and titles.

D DEDICATED
I dedicate time and effort to completing all work set to the best of my ability.

Work Hard Be Kind Aim High Show GRIP

APPENDICES:

- A. Feedback Checklist
- B. Whole Class Feedback Misconceptions sheet

Appendix A: Feedback Checklist



Feedback Checklist



Formative:

- a) Live Feedback: All teachers are mobile – Teachers are out of their chairs, circulating the room, checking students' work to identify individual and broader misconceptions and carrying a highlighter and pen to provide live and instant feedback. Evidence as to what to look for is included in Appendix A⁵.
- b) **Green pen for errors** – Where a teacher spots errors in a student's work and provides verbal feedback, these should be noted in green pen and department specific codes should be used. Students' work following this is expected to respond to the re-direction **in purple pen**.
- c) **Orange highlighting for improvement** – Where a teacher highlights in orange a specific area, a sentence or paragraph in a book, the student is expected to investigate and improve.
- d) Students should self and peer assess in **green pen** and write SA and PA next to the appropriate piece of work.
- e) **Purple pen for DIRT**– Any misconceptions, either individually or as a whole class, are expected to be corrected in a student's individual purple pen.
- f) All students' books should be looked at *in the classroom* and include one piece of feedback per fortnight, as a minimum requirement. MINT class should be used as the teacher 'hunts' to ensure all students, including priority cohorts, are seen and they receive personalised, appropriate feedback. Misconceptions are addressed and gaps are plugged.

Summative:

- a) All teachers should assess the same piece of work: This will be communicated by Curriculum Leaders and agreed by SLT Links. A whole school quality assurance process will be put in place to support this.
- b) Whole class feedback sheets should then be completed: Whilst looking at students' progress, a 'Whole Class Feedback Misconceptions'⁶ sheet should be compiled. The whole school proforma should be used and can be found in the Teacher Planner.
- c) Overarching class strengths and areas for improvement should be noted and shared: Through the use of visualisers, any work that exceeds or does not meet expectations should be shared with other students as a point of development or comparison.
- d) Bespoke class misconception lessons: Often, misconceptions are arrived at as a result of gaps in teaching. Following an assessment, bespoke misconceptions lessons will be delivered, with class content displayed on the visualiser or modelled on paper.
- e) DIRT lessons: DIRT lessons will follow, in order to give students a fresh opportunity to demonstrate the same skills as the initial assessment, *but in a different context*.

⁵ Appendix A: Feedback Checklist

⁶ Appendix B: Whole Class Feedback Misconceptions sheet

Appendix B: Whole Class Feedback Misconceptions sheet

Assessment/Topic:

Class:

**"Champions keep playing until
they get it right"**

Billie Jean King



DIRT Questions/Targets:

Misconceptions:

SPaG:

WAGOLL:

Shout outs:

Stretch and Challenge Task:

Equality Impact Audit and Action Plan

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		x		
2	Disability	x			
3	Gender Reassignment		x		
4	Marriage and Civil Partnership		x		
5	Pregnancy and Maternity		x		
6	Race	x			
7	Religion or Belief	x			
8	Gender	x			
9	Sexual Orientation		x		
Other					