



SEXEY'S
SCHOOL

*Working together with a determination
to be exceptional in all that we do*

Feedback Policy

September 2021

Signed:

Headteacher

Date of Policy	1 st September 2021
SLT Lead	Assistant Head Teaching and Learning
Date of next review	July 2022

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

COVID-19 RESPONSE

During the period of time that schools are operating in a way that is different to pre-COVID-19 we will make certain adjustments to policies and procedures. Any adjustments to be made will have these key principles: -

- Reduce the risk posed to all members of the school community due to COVID-19.
- Focus on staff and student's well-being.
- Maintain a strong focus on consistently high teaching and learning inside and outside of the classroom.
- Students are not disadvantaged by experience, opportunity or resource.
- Commitment to embedding the 7 core values of the school.

This policy has been reviewed and aligned to the whole school response to COVID-19

INTRODUCTION

Sexey's School has adopted the principles outlined by the Department for Education Marking Policy Review Group, 'Eliminating unnecessary workload around marking' report (2016). We have also drawn upon the research conducted by Oxford University and the Education Endowment Foundation "A Marked Improvement" (2016). The revised policy for September 2020 has a focus on: -

- Ensuring students receive high quality feedback that supports rapid progress rates.
- Is responsive to student's needs.
- Takes into consideration COVID-19.
- Considers staff workload.

THE PRINCIPLES OF EFFECTIVE FEEDBACK

- Effective feedback is a key driver for progress.
- Teacher-student dialogue is central to the progress of students.
- Informs future teaching.
- Provides the opportunity for students to review their progress.
- Develops the independence of a student and provides them with the tools, knowledge and determination to drive forward their own learning and progress.

It is essential that feedback helps students know where they are with their learning and what they need to do to move their learning forward.

It is essential that Feedback is: -

- **Meaningful:** it varies by key stage, subject, and what works best for the student and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** practice is proportionate and considers the frequency and complexity of written feedback
- **Motivating:** it should help to motivate students to progress. This does not mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students are, this can become a disincentive for students to accept challenges and take responsibility for improving their work.

At Sexey's we draw a distinction between *feedback* and *marking*. Over time, written marking has become disproportionately valued compared to other forms of feedback to students. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback. Please refer to the Marking Policy for guidance on marking at Sexey's School.



Figure 1. Examples of different forms of feedback.

Source; Education Endowment Fund/ Oxford University, "A Marked Improvement" (2016)

QUALITY

The **quantity of feedback** should not be confused with the **quality**. The quality of the feedback, however, given, will be seen in how a student is able to tackle subsequent work.

It will be the professional judgement of the teacher on which form of feedback will be most likely to secure the best possible student progress.

TYPES OF FEEDBACK

1. Whole Class Written Feedback

The benefits of whole class feedback allow a teacher to identify common areas of understanding and common misconceptions, this will then: -

- Inform future planning and teaching.
- Inform Feedback activities.

Whole class written feedback can be provided using a whole class written feedback template in the form of a PowerPoint, a sheet that is stuck into students' books, it could even be a rubric on TEAMS or other form of online platform (e.g. Hegarty maths). One of the important elements of whole class written feedback is the student's ability to respond to it and support their learning moving forwards. This is where feedback is key, and should have appropriate time allocated to it within the Instructional Phase of the lesson.

Templates for Whole Class written feedback can be found in the Teaching and Learning Handbook. Where departments have specific alternative documents they choose to use they must ensure these have been reviewed by the Assistant Head Teaching and Learning to ensure consistency in quality of experience for the students.

5 Part lesson structure and Feedback

Whole class feedback can be shared and led by the Teacher during the Teacher Instructional Phase with students then completing their allocated feedback work during the Deliberate Practice section of the lesson.

2. Verbal Feedback

Verbal feedback is immediate and can be adapted and personalized. Both whole class and individual feedback are a key part of any high-quality learning experience. The quality of verbal feedback is as equally important as the actions taken by the student post receiving verbal feedback i.e. how it moves their learning forward, supports progress, increases outcomes.

Where a student receives verbal feedback in a lesson, they should note this in their books and draw a square with a **yellow high lighter** around it. For example:-

Mrs Grant has reminded me of the need to link my answer back to the question asked.

The teacher should then expect the student to act upon this piece of feedback within their next piece of work, if not a further comment will need to be shared with the student by the teacher.

3. Peer Feedback

- Peer feedback can be verbal or written.
- Peer verbal feedback is encouraged within each lesson and across lessons.
- Peer feedback is provided in **RED PEN**
- Successful Peer feedback will need scaffolding in place to support the students
- Teachers should ensure task and feedback criteria are accessible to everyone, differentiated where appropriate, and set clear expectation of student performance
- Peer feedback must be a positive process, which is simple, engaging and non-threatening
- Peer feedback should facilitate students learning through using;
 - What Went Well (WWW) and
 - Even Better If (EBI) comments.
 - It should be made clear in books using WWW and EBI

4. Personalised Individual written Feedback

Personalised Individual written feedback by a teacher can be provided electronically on work submitted on ClassCharts and TEAMS. Where it is provided electronically this should be printed, given an appropriate title and stuck in books to help inform students learning and future work.

Where the work is completed in a book and the personalised individual written feedback will be provided in **PURPLE PEN**.

Where it is provided it must be in the form of a dialogue with the student reflecting on and responding to the staff members feedback. The student response to a teacher having provided personalised individual feedback is completed in **GREEN PEN**.

Personalised individual written feedback by a teacher should facilitate students learning and progress through identifying;

- What Went Well (WWW) comment.
- Even Better If (EBI) comment.
- Reference to assessment criteria and students target grade.
- Where appropriate reference to exam specification / criteria.
- Include a clear feedback task to support student in achieving or exceeding their target grade.

MEASURING THE IMPACT OF FEEDBACK

The impact of any form of feedback will be evident through the progress a student has made in their learning. Progress and improvements should be evident that after verbal feedback, (identified by a yellow box around the feedback) and/or after feedback showing the student has responded to and acted on the feedback and their learning has moved forwards. Teachers should recognise and comment on this within students work.

STUDENTS RESPONSE TO FEEDBACK

Encouraging our learners to respond to the feedback provided is a key aspect of assessment for learning at Sexey's. Students are encouraged to respond to feedback provided or review targets set. The process of checking and reviewing targets and feedback set should be an intrinsic part of students' approach to taking ownership of their learning. Feedback tasks can be an activity within Deliberate Practice element of a lesson.

Feedback activities should be completed in **GREEN PEN**. Students should be aware of the purpose and reason for the feedback activity and how it will move their learning forwards. In the early stages of introducing feedback tasks to students they will need modelling, scaffolding and supporting. Teachers may choose to model feedback in the early days of using it.

REGULARITY OF FEEDBACK

Please refer to Appendix 1 - Ensuring consistency in quality of experience for students September 2021

COVID-19 SPECIFIC ADJUSTMENTS

- Teachers should wash hands and surface before and after handling student's books.
- Where feedback can be provided electronically to students, for example submission on ClassCharts and feedback through ClassCharts or TEAMS this mechanism is encouraged. Staff should however ensure there is a mechanism for recording and storing this and ensure this is printed out and stuck into students books or files so that students are able to access it for revision purposes.

QUALITY ASSURANCE

Quality of Feedback provided and the impact of it will be quality assured through a range of methods including: -

- Student Progress.
- Student voice led by Heads of Faculties.
- Head of Faculty Dedicated Drop ins.
- Head of Faculty Book Looks.
- Dedicated Drop ins with a focus on high quality feedback.
- SLT Learning Walks.
- SLT Book Looks.

POLICY REVIEW

This policy will be reviewed annually or if sooner in light of COVID-19

Appendix 1: Ensuring consistency in quality of experience for students

Issued: September 2021

To support in ensuring we have consistency in quality of experience and opportunities below are the whole school expectations for feedback, checking and assessment of students work across the whole academic year. The quality assurance of the consistency of experience of students sits with the Heads of Faculty initially, supported by the Senior Leadership Team.

Key Stage 3 - Year 7,8,9

Subject	Verbal feedback	Peer feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback <i>Either combination of whole class and individual or just individual</i>		Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks	Formal Exams Y / N
				Combination of Whole class written feedback using recommended template & Individual written feedback	Individual written feedback by teacher			
Maths	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
English	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y

Science	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
History / Geography	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
French	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
RE / Art / Music / Drama / IT / Photography / DT / Food	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	2	At least 1 a term	Y

Key Stage 4 - Year 10 and 11

Subject	Verbal feedback	Peer feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback		Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks	Formal Exams Y / N
				<i>Either combination of whole class and individual or just individual</i>				
				Combination of Whole class written feedback using recommended template & Individual	Individual written feedback by teacher			

				written feedback				
All GCSE / BTEC L2	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y
Core RE	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	0	0	N

Sixth Form - Year 12 and 13

Subject	Verbal feedback	Peer feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback <i>Either combination of whole class and individual or just individual</i>		Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks	Formal Exams Y / N
				Combination of Whole class written feedback using recommended template & Individual written feedback	Individual written feedback by teacher			
All BTEC L3 / A Level examined subjects	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 6 hours of lessons either WC or I (alternating)	At least once every 6 hours of lessons	4	End of unit or at least once a half term	Y