



SEXEY'S
SCHOOL

Feedback Policy

SEPTEMBER 2022

Date of Policy	September 2022
Review Date	July 2023
SLT Lead	Ross Dalzell
Policy last reviewed by	Ross Dalzell
Level of Policy	School Level

Signed:

Helen Cullen

Headteacher

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.

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 2021 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.

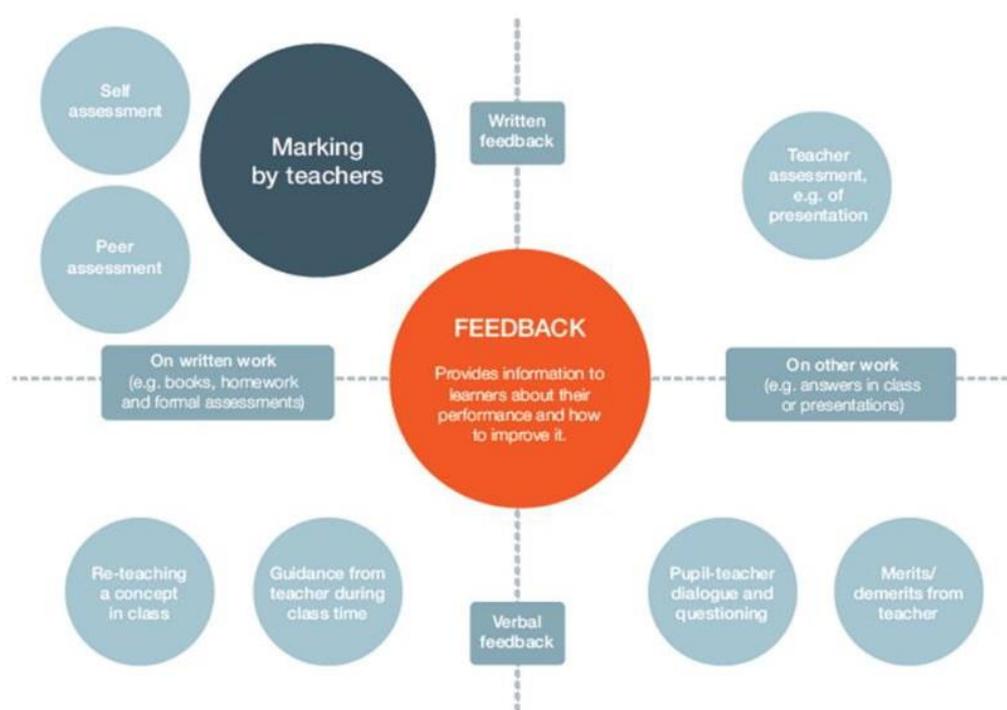


Figure 1. Examples of different forms of feedback.

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. Verbal Teacher Feedback

Verbal Feedback is the most commonly used form of feedback at Sexey's School. 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.

Verbal feedback can be whole class or individual, however, it should be carefully considered, targeted, and have actionable points. Verbal feedback could, for example, be as part of an individual discussion with a student or showing work via a visualizer.

2. Whole Class Teacher 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. Sparx 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 Deputy Head to ensure consistency in quality of experience for the students.

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. It is also appropriate for response to feedback tasks to be set as Learning outside of the classroom tasks.

3. Personalised Individual Teacher 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.
- Where appropriate reference to exam specification / criteria.
- Include a clear feedback task to support student in achieving or exceeding their target grade to be completed by the student in **GREEN PEN**.

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, 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, SELF-MARKING and CORRECTING

There is an expectation that our learners respond to the feedback provided this fills key aspect of assessment for learning at Sexey's. Students are expected 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 and as home learning or extended learning activity.

Feedback Response

Feedback will always provide next steps and opportunities for students to improve and develop their work and learning. Where **PURPLE PEN** feedback is provided to students either individually or in the form of whole class feedback. Students will respond in **GREEN PEN** to move their learning forwards. This will be clearly identified by the title **Feedback Response**

Tasks should either address student's misconceptions, provide an opportunity to respond to feedback by redoing a piece of work that is below expected standard or extend their learning and provide challenge to support rapid rates of progress in the form of a new task.

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 to develop students confidence and skills.

Self marking, correcting and feedback.

- Students develop their independence and ability to reflect on their own learning through self marking, self correcting and where appropriate redoing tasks.
- This work will be done in **GREEN PEN** and staff will scaffold and support students in doing this accurately.
- Staff may ask students to self-reflect on their work, this will also be done in **GREEN PEN**.
- **GREEN PEN** work by students will always be reviewed by teachers and misconceptions addressed either individually or where necessary and appropriate within planned whole class teaching.

4. Peer to Peer Feedback, marking and correcting

- Where students are providing peer support for students through marking, correcting and feedback this will be done in **RED PEN**.
- Teacher will scaffold and support all peer marking, correcting and feedback work.
- Teachers will review all peer feedback and marking and corrections to ensure all misconceptions are addressed.

REGULARITY OF FEEDBACK

Please refer to Appendix 1 - Ensuring consistency in quality of experience for students
September 2022

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 Learning Walks.
- Head of Faculty Book scrutinies.
- Head of Faculty/SLT Dedicated Drop In's (DDI)
- SLT Learning Walks.
- SLT Book Scrutinies

POLICY REVIEW

This policy will be reviewed annually.

Changes made to policy upon review

<u>Date</u>	<u>Reviewer</u>	<u>Changes</u>
<u>July 2022</u>	<u>HC</u>	Front page amended P3 – Addition of 'teacher' into titles P3 – Reordering of points 1- 3 P3 – Addition of "Verbal feedback is the most commonly used form of feedback at Sexey's School" P4 – Student response to feedback, rewording from encouraging to expecting P4 – Removal of Covid adjustment sections P5 – Removal of reference to Covid.

Appendix 1: Ensuring consistency in quality of experience for students

Issued: September 2022

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

				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 WC	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