



SEXEY'S
SCHOOL

Feedback Policy

SEPTEMBER 2024

Date of Policy	September 2024
Review Date	July 2025
SLT Lead	Adam Thomas
Policy last reviewed by	Adam Thomas Jan 25
Level of Policy	School Level

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.

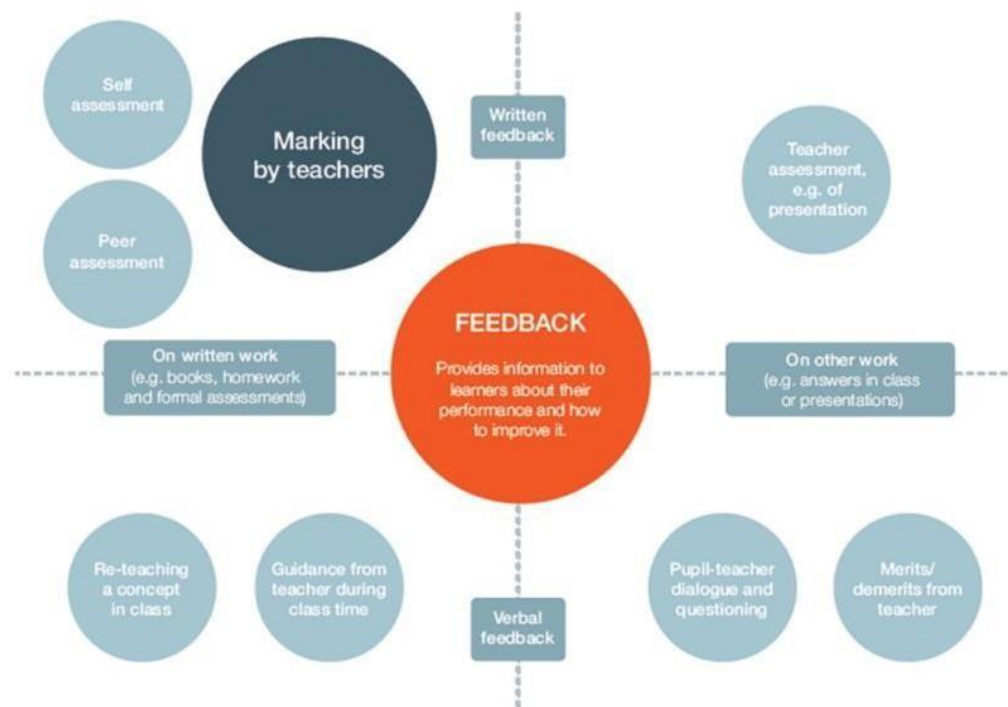


Figure 1. Examples of different forms of feedback.

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. Live Feedback

This is one of the most valuable forms of feedback and will take place in every lesson. This feedback is responsive to students learning, quickly addresses misconceptions and allows student to make strong progress within lessons. The two most commonly used forms of live feedback at Sexey's school are :

(a) Verbal 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. Verbal feedback can also be provided by Peers with appropriate scaffolding, structure and support.

(b) Live Written Feedback

Live written feedback is commonly used in classes where each lesson a small sub group of students receive live written feedback in their books whilst they undertake a piece of work within the deliberate practice element of the lesson. The Live Written Feedback is related to the current piece of work a student is working on and allows them to improve it as they work on it. Teachers will sub divide classes so that a small number of students receive live written feedback each lesson. Typically this would be for 6 students per hour of teaching which would result in each student receiving live teacher written feedback at least once every five hours of in class learning. Live Witten Teacher feedback will be provided in **Purple Pen** and students response to this will be through their work as a live response and/or improvement in quality of work.

In addition to Live Written Teacher Feedback Peers can also provide Live Written Feedback with appropriate scaffolding, structure and support. Peer to Peer Live Written Feedback will be provided in **RED**.

2. Post Learning Feedback

This is feedback provided by the Teacher post the lesson which the student receives and responds to within the reflective and redo work set in an upcoming lesson or for home learning.

(a) 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 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 their line manager 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.

(b) 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.

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.

(c) 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 2023

QUALITY ASSURANCE

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

- Student Progress.
- Student voice led by Heads of Subject - Head of Subject Learning Walks.
- Head of Subject Book scrutinies. - 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>
-------------	-----------------	----------------

July 2022	HC	<p>Front page amended</p> <p>P3 – Addition of 'teacher' into titles</p> <p>P3 – Reordering of points 1- 3</p> <p>P3 – Addition of "Verbal feedback is the most commonly used form of feedback at Sexey's School"</p> <p>P4 – Student response to feedback, rewording from encouraging to expecting</p> <p>P4 – Removal of Covid adjustment sections</p> <p>P5 – Removal of reference to Covid.</p>
June 23	HC	<p>Front page amended</p> <p>P3 – Addition of Live Written Feedback section</p> <p>Appendix – addition of Live Written Feedback</p>
January 25	AT	<p>P5 and appendix - Head of Faculty renamed to Head of Subject – in accordance to Line Management structure</p> <p>P5 – inclusion of QESR (Quality of Education Subject Review) as a process</p>

UNDER REVIEW

Appendix 1: Ensuring consistency in quality of experience for students

Issued: September 2023

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 Subject initially, supported by the Senior Leadership Team.

Key Stage 3 - Year 7,8,9

Subject	Live Feedback that takes place within the lesson				Feedback that takes place post the lesson but is shared with students and responded to in a future lesson		Assessment				
	Teacher Written Feedback	Peer Written feedback	Teacher verbal feedback	Peer verbal 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		
Maths	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	<table border="1"> <tr> <td>Combination of Whole class written feedback using recommended template & Individual written feedback</td> <td>Individual written feedback by teacher</td> </tr> </table>				Combination of Whole class written feedback using recommended template & Individual written feedback	Individual written feedback by teacher
Combination of Whole class written feedback using recommended template & Individual written feedback	Individual written feedback by teacher										

English	At least once every 5 learning hours for each	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports	At least once every 6 hours of lessons	At least once every 12 hours of lessons either WC or I (alternating)	3	End of unit or at least once a half term	Y
---------	---	--	-------------	---	--	--	---	--	---

	student			learning					
Science	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 12 hours of lessons either WC or I (alternating)	4	End of unit or at least once a half term	Y
History / Geography	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 12 hours of lessons either WC or I (alternating)	4	End of unit or at least once a half term	Y
French	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 12 hours of lessons either WC or I (alternating)	4	End of unit or at least once a half term	Y

RE / Art / Music / Drama / IT / Photography DT / Food	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	At least once every 6 hours of lessons	At least once every 12 hours of lessons either WC or I (alternating)	2	At least 1 a term	Y
---	---	--	-------------	--	--	--	---	-------------------	---

Key Stage 4 - Year 10 and 11

	Live Feedback that takes place within the lesson				Feedback that takes place post the lesson but is shared with students and responded to in a future lesson		Assessment			
Subject	Live Written Teacher Feedback	Live Written Peer Feedback	Verbal Teacher feedback	Verbal 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 feedback	Individual written feedback by teacher			

All GCSE / BTEC L2	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	As regularly as is appropriate and supports learning	At least once every 12 hours of lessons either WC or I (alternating)	At least once every 46 hours of lessons		End of unit or at least once a half term
Core RE	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	As regularly as is appropriate and supports learning	At least once every term	NA	At least 2 a year	0

Sixth Form - Year 12 and 13

	Live Feedback that takes place within the lesson				Feedback that takes place post the lesson but is shared with students and responded to in a future lesson		Assessment		
Subject	Live Written Teacher Feedback	Live Written Peer Feedback	Verbal feedback	Peer feedback	Checking of class notes and addressing	Written Feedback <i>Either combination of whole class and individual or just individual</i>	Minimum number of assessments of learning tasks	Minimum regularity of assessment	Formal Exams Y / N

					misconceptions in notes	Combination of Whole class written feedback using recommended template & Individual written feedback	Individual written feedback by teacher	that are marked, and feedback given on	of learning tasks	
All BTEC L3 / A Level examined subjects	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	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)	4		End of unit or at least once a half term	Y