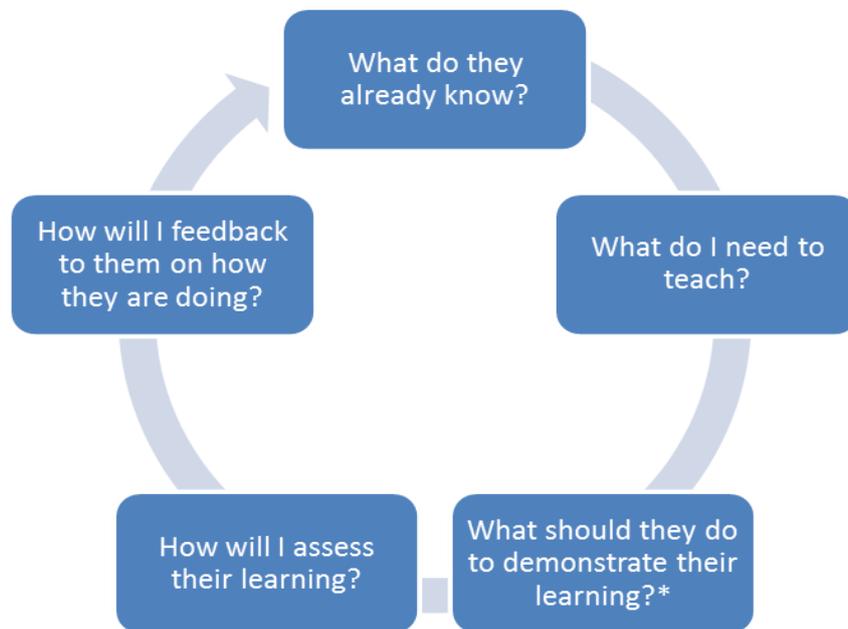


FEEDBACK TO SUPPORT LEARNING POLICY

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Rationale

Assessment, both formative and summative, is an essential ingredient for high quality teaching and learning. However, for assessment to be really effective, feedback from this assessment must be timely and helpful in order to allow the students to take ownership over their own learning and progress. It is essential that teachers consider fully, as part of their day to day planning, the following:



*This can include any of the following: classroom activities, classwork, homework and (where appropriate) coursework.

This inclusive approach to planning ensures that teachers are in control of their marking workload and should, therefore, allow a balance between purposeful feedback that facilitates good progress for the students and a reasonable workload.

It is also essential that in the three-way partnership between the teachers, students and parents we give regular feedback to parents so that they are also able to understand and support the learning/progress of their child.

Purpose

The purpose of this policy is to ensure that all teaching staff, students and parents have a clear understanding of what Sandwich Technology School's expectations are for staff feeding back to students and parents on learning and progress.

In addition, this policy aims to:

- set out the methods by which staff are expected to give feedback;
- make clear the minimum frequency at which written feedback should be given;
- ensure that the roles and responsibilities with respect to feedback are clearly understood by all involved.

Roles and responsibilities

All stakeholders at Sandwich Technology School should be aware of our agreed twelve principles of feedback.

Twelve principles of feedback

- 1) Frequency: At least once in every 10 lessons work (this could be classwork, homework, or an assessment) should be formally marked. Summative feedback should then be given under three headings: WWW (what went well), EBI (even better if) and NDT (now do this). This feedback should be done in the bespoke STS exercise books for all subjects and in a timely manner for it to have the most impact on students.
- 2) Purpose: There is no expectation that all work produced by students must be formally marked. The purpose of selective marking is that there is a far sharper focus on areas for development and therefore progress within them. When deciding what you are going to assess formally, consider that the work that is marked should give high quality feedback that helps move the students on academically. Teachers must make it clear to the students what work is formally marked and what work is not formally marked and explain why.
- 3) Style of feedback: WWW should feedback to the students on a strength of the work. EBI should feedback on an area for development. NDT should instruct the students to respond to the feedback via a short activity. If appropriate the NDT can be linked directly to the EBI, however this may not always be possible. This could be a further question that the students should complete, or an instruction to re-write a section of the work with the EBI area for development acted on etc. All written and verbal feedback should be academic in nature. Whilst comments like 'good effort', 'neat work' or 'underline titles' or 'focus on spelling' may still be appropriate at times, this should be in addition to feedback focussed on helping students understand how to improve academically.
- 4) Student response to feedback: When a piece of work has been formally marked the teacher will ensure that they plan lesson time to be dedicated to students engaging with this feedback and completing the 'NDT' task. Students completing NDT tasks is the most important part of the exercise book because it shows that your feedback has been acted on. It should be very visible where the NDT response is (as it might not fit within the NDT box itself) e.g. writing the page number of the NDT response in the NDT box, drawing a box around the NDT response in another colour. If a student is absent for this then 'student absent for planned feedback time' should be written in the NDT section of their book.
- 5) L/O boxes: Teachers should give time at the end of every lesson for students to tick, question mark or cross the lesson's learning objective box in the bespoke STS exercise books to assess their own progress that lesson. When marking, teachers should review these boxes to see if any learning objectives need revisiting.
- 6) Grading: Students should not be given effort grades, or 8/10 type marks (although students may sometimes self or peer review this way). If it is a formal assessment then GCSE, A-Level or IB grades should be given. Progress boxes on the front of books need to be completed after every progress window and students should know how they are progressing in relation to their target.
- 7) Peer/self-assessment: If work has been self or peer marked by students, the appropriate box should be ticked to indicate this. Where work is self or peer reviewed, students should include a 'WWW' and 'EBI' comment, and where appropriate, an 'NDT' task can be given. This should also happen in the bespoke STS exercise books.
- 8) Literacy/Numeracy: All teachers should also mark for literacy and numeracy, where appropriate, using the marking code (see Appendix 1).
- 9) Pen Colour: Teachers can mark in any colour pen, apart from blue or black (e.g., red, green or purple are acceptable). Students can use their 'normal' writing pen to self or peer review (as they are ticking the self/peer box) but might use another colour if, for example, they are correcting someone else's literacy or making an NDT response visible.
- 10) Restricted feedback: Post-it notes may be used for feedback on work where permanent records should not be left but should still follow the same format as 'normal' marking. Alternatively, if giving verbal feedback (because written is not permitted), students can make a note of your feedback in the relevant sections of their grey assessment book.

- 11) Mock marking: When mock exams are being formally marked, but have not been completed in the grey assessment books, use one of the following options:
- Mark the assessment, and then on the front page of the assessment give students their WWW, EBI and NDT feedback. In the lesson when you return the marked assessment ask the students to copy the above WWW/EBI/NDT into their books, ticking the teacher box, and to write 'Please see Assessment such and such in my folder'.
 - Get the students to hand in their assessments inside their books. Mark the assessments and then write the WWW/EBI/NDT feedback straight in their books with a comment 'Please see Assessment such and such in the folder'. There is no need to write the WWW/EBI/NDT on the assessments too.
 - Use a front sheet, which includes a WWW/EBI/NDT comment section, whilst marking the mock paper. Students can then stick the front sheet into their grey books.
- 12) Homework: Make homework easily identifiable by getting students to label it and keep it in one place. All homework (which is set weekly for most subjects) should be responded to via any of the following methods:
- Students doing a follow up 'quick fire' test or activity as a starter in a lesson that assesses how well a student has completed their homework (useful for learning homework tasks) and you collect in the marks.
 - Students complete a peer or self-review of a completed homework task and the teacher should collect the marks/feedback to assess how well the students have done (useful for homework activities that have right or wrong answers that can be ticked and given a 10/10 type of mark by the student).
 - Students should produce the homework that leads directly into a classroom based activity where the teacher can then assess how well the homework has been completed (useful where pre-reading is required for an activity, for example).
 - The teacher formally assesses a piece of homework as the formal marking for the 10 lesson cycle (as outlined in principle 1).

Students

Students are expected to engage with the feedback they receive from their teachers and respond appropriately.

Parents

Parents receive written feedback on their child's progress three times per year. Additionally parents are strongly encouraged to attend parents' evenings once per year (or twice for Years 11 and 13).

Teachers

All teachers should embrace the twelve principles of feedback and abide by them. Teachers will also provide written and verbal feedback for parents according to school expectations. Teachers should also display in a prominent position, and refer to, the 'Feedback to Support Learning Poster' (see Appendix 2) in every classroom.

Heads of Department

Heads of Department are responsible for ensuring that teachers are following the twelve principles of feedback. They will use work sampling and learning walks to monitor this. Heads of Department who have concerns about teachers who are not following the school's expectations may use the following strategies to facilitate improvement:

- discuss the matter with the teacher to ensure that principles are fully understood and monitor for improvement;
- use performance management objectives to improve standards and/or highlight poor performance;
- insist that the teacher attends some CPD on marking/feedback;
- discuss the matter with the Assistant Headteacher: Supporting Teaching who will intervene as appropriate.

Raising Standards Leaders

Raising Standards Leaders will monitor the quality of feedback received by students in their year groups by regular work scrutiny.

Assistant Headteacher: Supporting Teaching

The Assistant Headteacher will identify good examples of feedback practice and use this to facilitate the improvement of others. He/she will also provide appropriate coaching/CPD where needed, or, with the support of the Headteacher, initiate more formal procedures to ensure good practice.

Governors

Governors will monitor the impact of this policy through key performance indicators.

Links to other policies

This policy should be read in conjunction with:

- Assessment and Reporting Guidelines
- Continuing Professional Development Policy
- Teaching and Learning Policy

Appendix 1

Marking codes (including Literacy and numeracy):

WWW	What went well
EBI	Even better if
NDT	Now do this
Sp	Spelling error
FS	Use full sentences
V	Check vocabulary / wrong word
P	Punctuation error
G	Grammar error
^	Omission (missed out a word)
//	Start a new paragraph
?	Meaning not clear
WO	Working out
U	Incorrect or wrong unit

Appendix 2

What you can expect when your teacher marks your work...

Every time your work is marked:

- ✓ you will get a 'www' (what went well) comment that will explain the strengths of your work and what you should be proud of
- ✓ you will get an 'ebi' (even better if) comment that will explain what you need to do to make your work even better
- ✓ your teacher will set you a 'ndt' 'now do this task' which is designed to help you improve further
- ✓ basic literacy and numeracy corrections will be made
- ✓ you are expected to read and act on your teacher's marking and should complete the 'ndt' task straight away

Not all of your work will be marked by your teacher:

- ✓ your teacher will explain to you what is/isn't marked and why
- ✓ your teacher will check how you have marked your learning objective boxes, to check your understanding of each lesson

Sometimes you may be asked to:

- ✓ self-review your own work
- ✓ peer review the work of others

Please remember:

*marking is undertaken to help you make progress –
you are expected to engage in the process and learn from
your teachers' efforts.*

