

Feedback Policy

Smith's Wood Academy

Part of Fairfax Multi-Academy Trust

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“Every teacher needs to improve, not because they are not good enough, but because they can be even better” – Dylan William

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1. Aims

This document seeks to outline the strategies that will be used at Smith's Wood Academy to 'feedback' to students in relation to their work.

2. Rationale

At Smith's Wood Academy we recognise that effective feedback is one of the most powerful tools in enhancing student achievement (Hattie in Ainsworth & Viegut 2006). As a result, all students have an entitlement to receive regular feedback.

We understand the importance of teacher workload in relation to feedback, therefore the policy outlined below is underpinned by the following key principles of best practice as outlined by the Education Endowment Foundation (EEF).

- Feedback should redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Feedback should identify strengths within student's work.
 - *Be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"). – EEF*
 - *Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...") – EEF*
- Feedback must give a short term target for improvement (be able to be completed within a lesson).
 - *Provide specific guidance on how to improve and not just tell pupils when they are wrong. – EEF*
- Attainment grades will only be given where relevant (end of unit assessments).
 - *Awarding grades for work may reduce the impact of marking. – EEF*

3. Feedback

Three forms of feedback are used at Smith's Wood Academy and these match up with the three main forms of formative assessment, expected of all teachers. These forms include **deep feedback**, 'live' in-lesson feedback, and **exam feedback**.

Expectations of different types of feedback:

At Smith's Wood Academy, **green** pen is used to signify a student's response, edit or corrections to feedback.

- **Deep feedback** - Deep feedback is used to provide feedback on the deliberate practice that students have carried out in a lesson. This type of feedback is used to assess students' mastery of a discrete piece of knowledge or skill as outlined in the knowledge organisers as well as to identify key issues students are having with spelling and punctuation. Deep feedback will be given as set out below:

Subject	Deep Feedback given	Subject	Deep Feedback given
Maths	Every 4 th lesson	**Drama	Every 4 th lesson
English	KS3 every 5 th lesson KS4 every 4 th lesson	**Art & Music	Every 4 th lesson
Science	Every 4 th lesson	**PE	Every 4 th lesson
MFL	*Provided in line with unit completion	RE	Every 4 th lesson (Core RE) Every 6 th lesson (GCSE RE)
Geography	Every 4 th lesson	PSHE	Every 4 th lesson
History	KS3 every 2 nd - 5 th lesson KS4 every 8 th lesson	IT/Business/H&S care/Media	Every 4 th lesson

***The focus of deep feedback in MFL is predominantly in writing. Feedback will be provided when a unit of work is complete. This will be between every 2-5 lessons depending on the unit of work. ** For these subjects, the upgrade is not always evident in books**

- **Deep feedback** will be captured on the relevant pro-forma within the Teacher's Feedback book. Feedback books will be handed in every half term for monitoring and evaluation purposes by Subject Leaders, and every 3 weeks for Head of Academy book scrutiny. The key focus will be monitoring the quality of the deep feedback and will allow further support and CPD to be provided where necessary.

The information below outlines how **deep feedback** works in practice.

- The teacher will read through the deliberate practice task following the lesson, making notes in as they go in the Teacher's Notebook.
 - Teachers will make notes on the following aspects; spellings that lots of students are getting wrong, things the students have grasped well, the main areas for development within the work. Work to be shared with the class through the visualiser should be noted. Teachers will also take note of work that does not meet the required standard in terms of student's effort.
 - The following lesson, where appropriate, may begin as a **'feedback lesson'**. Spellings will be taught first using the Recognise PronounceDefine (RPD) approach, before tackling the paragraphs/extended writing.
 - Spellings will be taught in the following manner:
 - ✦ Teach the correct spellings explicitly using RPD
 - ✦ Test the spellings – students write the spellings in their books
 - ✦ Give students up to three minutes to correct the spelling errors in their work
 - Work worthy of praise and generic causes for concern or misconceptions will be shared. Praise is to be given for credible improvement as well as impressive work, and such work should be shared via the visualiser where possible. If the teacher identifies lack of effort, failure to adhere to the Smith's Wood Way expectations surrounding the presentation of work, then this should be addressed privately with the student. Levels should not be issued for these concerns retrospectively. Levels should only be issued for concerns identified during teacher circulation and "Live Feedback".
 - Where appropriate, the teacher will then share the positive things they found – see **'live in-lesson feedback'** for an example of how this aspect of feedback can be used within lessons.
 - The teacher may wish to **re-teach** a particular aspect of the work where misconceptions were common.
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- **'Live' in-lesson feedback:** 'Live' in-lesson feedback is used during the lesson to ensure that students are focussing on the learning, producing their best work and to communicate that students' work is consistently being reviewed and monitored.
 - Every teacher will be provided with a **'visualiser'** within their classroom to support this process. The best examples of 'Live' feedback will include;

- During the 'deliberate practice' phase of the lesson the teacher should circulate, giving live feedback to students as they do so. Making mental notes of whole class errors, areas for development and areas of strength.
 - The teacher continually shares whole class, task specific feedback, displaying work with a **visualiser** (WRL will make use of **RM tutor**)
 - A student will read the work displayed on the visualiser out aloud, the class will comment and make suggestions to improve the piece of work collectively
 - The pupils act on feedback instantly by **re-drafting** ○ Pupils can self **or** peer assess during such an activity ○ Success criteria must be clear during such an activity to make clear the expectations.
 - The feedback activity will be scaffolded to enable students to access the feedback (the teacher will ensure they model success to students).
- **Exam feedback***: Exam feedback refers to the feedback that students will be given on end of unit assessments and exam papers
 - The teacher will score the end of unit assessment and exam papers (score not grade)
 - Exam scores are reported to students as a percentage (not a grade)
 - Strong exam papers may be photocopied and shared with the class
 - Students **re-draft** their response to at least 1 questions, or 1 paragraph of the assessment following feedback.

How feedback will be monitored:

At Smith's Wood Academy, the quality of feedback will be monitored in a number of ways.

- **Head of Academy book scrutiny** – Teacher Feedback books alongside a sample of student workbooks will be submitted every 3 weeks in line with the Academy calendar for HoA book scrutiny. Findings will be recorded on the relevant proforma and support will be put into place through the coaching programme if necessary.
- **Subject Leader book scrutiny** – Heads of department and Heads of Faculty will collect Teacher Feedback books alongside a sample of student workbooks from a specific year group each half term. Findings will be recorded on the relevant proforma and support plans put into place by HoDs for areas where there are concerns.
- **Lessons observations and Drop-ins** – The senior leadership and middle leadership teams will conduct developmental drop in's throughout the year, while the Head of Academy (KCR) will conduct lesson observations throughout the year. Both of these measures will look in books to evaluate the quality of feedback.

**Exam feedback to be agreed in line with assessment policy*