



FEEDBACK GUIDANCE

Member of staff responsible for the policy:- Assistant Principal.

Date on which the guidance was last reviewed:- January 2019.

Date on which guidance will next be reviewed:- July 2021.

Dissemination of the guidance:- All Staff

What is feedback?

Feedback is a central part of a teacher's role and can be an integral to progress and attainment. Recent research suggests that providing feedback is one of the most effective strategies to improve students' learning. Studies by the EEF concluded that on average the provision of high-quality feedback leads to significant levels of student progress across the course of a year.

Feedback can take a number of different form: verbal, whole-class- (teacher marking), peer, and self. Great teachers use a combination of these, choosing the best form that is most appropriate for the learning that is taking place. The best feedback whatever form it takes, will give students a clear sense of how they can improve, with students responding to the feedback given and making progress as a result.

Aims of Feedback

- a) To help students to make progress
- b) To provide strategies for students to improve.
- c) To give students D.I.R.T to respond to feedback and make improvements
- d) To inform the planning of future learning.
- e) To enable effective and realistic target setting for the students and the teacher.
- f) To encourage a learning conversation between the teacher and the student.
- g) To encourage students to have a sense of pride in the presentation of their work.
- h) To correct misconceptions and mistakes, with a specific focus on literacy and vocabulary development.

Principles

The aim of Trinity Catholic School's feedback guidance is to promote consistent and high standards of feedback. This policy sets out our general principles for feedback which all subject must use to design their own specific policies which best suit their curriculum needs. There must be a consistency in approach to ensure that in all subjects, across all attainment ranges, all students are given the same opportunities to maximise their learning and achievement.

Our general principles are:-

- a) Feedback should be timely and respond to the needs of individual students to ensure that they can actively engage with and respond to the feedback.
- b) A learning conversation, both verbal and written, should be developed between the teacher and the student. When marked books are returned to students, all students must have DIRT to provide them the opportunity to engage with and respond to the feedback.
- c) Where and when appropriate students should be encouraged to assess their own work against the success criteria
- d) Peer and self-feedback is an effective tool for learning and should be used regularly, but it needs to be well structured by the teacher via modelling.
- e) All written feedback should be identified in purple pen.
- f) All written feedback will be completed for formal assessments-via whole class feedback. These are clearly identified within department curriculum maps and learning journeys.
- g) All peer feedback should be identified in red pen.
- h) All self-feedback and student response to feedback should be identified in green pen.

Type and frequency of verbal feedback

- a) This should be the most frequent form of feedback
- b) It has immediate relevance as it should lead to direct student action
- c) Verbal feedback may be directed to individuals and groups of students

Type and frequency of written feedback.

- a) There are two types of written feedback: detailed whole-class feedback and maintenance (live marking).
- b) The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the feedback policies of each subject area (see appendices of subject specific feedback policies for further information).

- c) All whole-class feedback must be led by the teacher using clear guidelines as identified in the whole-class feedback pro-forma.
- d) Detailed whole-class feedback will address misconceptions, literacy/vocabulary and presentation issues.
- e) Detailed whole-class feedback will clearly identify the effort that a student has put into a piece of work, the strengths, and the strategies for improvement that students will then act upon. This will take the form of HEART, HEAD AND HANDS.
- f) Maintenance / live marking will identify specific issues such as key words, literacy/vocabulary presentation issues; students should act upon these.
- g) All written feedback should be clearly identified in purple pen and work should be marked using the following code 'SPACE' as a minimum.

Sp- Spelling. The incorrect work should be circled.

✓- Accepted. A strength in the work. The aspect of the work should be underlined.

✓✓- An impressive strength in the work. The aspect of the work should be underlined.

? Challenge- a misconception. This aspect of the work should be underlined.

⊗ Extend. More detail is needed, something is missing.

- h) All student responses to written feedback should be identified in green pen.

Type and frequency of peer feedback

- a) Research has shown that this is an effective method of feedback. Effective peer feedback is thoroughly structured and modelled by the teacher.
- b) Written peer feedback should be clearly identified in red pen.
- c) Students need to be well trained over time to effectively peer assess students work. This process must be clearly led by the teacher.

Type and frequency of self-feedback

- a) As with peer feedback. Self-feedback must be thoroughly structured and modelled by the teacher.
- b) Teachers must share the success and/or assessment criteria with students to enable them to self-assess their work effectively.
- c) All self-feedback should be clearly identified in green pen/

Literacy and numeracy feedback

- a) If literacy standards of our students are going to improve students must be provided with appropriate and targeted feedback. For students to take pride in their work they must be made aware that spelling, grammar and punctuation are not just important in English lessons but are essential

everywhere. Literacy must be monitored in both detailed whole-class feedback and maintenance feedback using the SPACE marking code

Numeracy

We all have a duty to monitor all students' standards of numeracy where appropriate.

Monitoring and evaluation

- a) Subject leaders must ensure their departmental feedback guidance supports the whole-school policy.
- b) Subject leaders undertake quality assurance to ensure feedback is allowing students to make progress in their learning. This may take the form of student voice, work sampling and learning walks.
- c) Subject leaders will check departmental feedback as part of the quality assurance process. Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.