

# Feedback and Reporting Policy

**Responsibility for review: Principal**

**Date of last review: August 2019**



## Principles

Providing effective feedback is a key aspect of formative assessment (see Appendix 1) and can lead to significant gains in attainment. Implemented correctly, effective feedback can increase students' performance by an extra nine months in a school year. One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.

At Dixons Trinity Chapeltown, we focus on feedback rather than marking. We harness the power of feedback to increase student learning, by ensuring that feedback causes cognitive rather than an emotional reaction – in other words, feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to assist students in becoming the engine for their own improvement.

Feedback can be about the learning activity or the task itself, about the process of the task or activity, about the student's management of their own learning or their self-regulation or about them as individuals (e.g. "good girl"). Research suggests that feedback is best directed at the task and process level. Research suggests that it should be:

- about challenging tasks or goals (rather than easy ones)
- given sparingly (i.e. needs to be meaningful)
- more focused on what is right than what is wrong
- as specific as it can be and, if possible, compare what they are doing right now with what they have done wrong before
- encouraging, and should not threaten self-esteem

## Aims

- To help students to rewrite / improve their next piece of work by identifying the incremental next step/s.
- To provide students with DIRT opportunities.
- To correct errors in spelling, punctuation and grammar.
- To align feedback with expectations set out in each scheme of work.
- To consistently adhere to the Academy's feedback system, expectations and ethos.

## Feedback

We recognise that providing feedback to students in order to help them address misconceptions or close gaps is fundamental if they are going to make rapid and sustained progress. Feedback can take many forms - there is no hierarchy of methods which we feel should be used; teachers have the autonomy to decide how best to provide feedback to students in whatever way will maximise student progress and outcomes.

DIRT (Directed Improvement Reflection Time) should be regular and of high quality to demonstrate progress. Schemes of work will identify key pieces of work to feedback on; however, it is up to individual teachers to use their autonomy to decide which feedback strategy will have the most leverage. Middle leaders have responsibility for ensuring the feedback in their area/s is appropriate, consistent and in line with scheme of work expectation. Teaching staff / those responsible for providing feedback are responsible for ensuring they follow the policy as outlined by the academy and their department / key stage leader.

## Practice

### Feedback

Students will receive feedback in different forms; teachers will use their professional judgment to decide which method is most effective to engage students to act on their next steps. Feedback methods within a lesson and across a series of lessons may include:

- verbal feedback (whole-class, small groups, one-to-one)
- written feedback
- self and peer feedback

### Written feedback

There are a number of ways effective feedback may be given to students:

#### **The marking of basic literacy skills – PROOF READING / EDITING.**

This marking will identify basic literacy skills in order to raise basic literacy levels across all areas of the curriculum.



## How it is marked

- Literacy marking policy and symbols are used:
  - C Check capitalisation
  - SP Check spelling
  - P Punctuation
  - // New paragraph
  - ~ Awkward expression / wrong wording
- Academy presentation policy is applied to setting out work:
  - Black ink at all times
  - Date in margin and underlined
  - Title underlined
  - Diagrams, drawings, graphs etc. in pencil
  - Teacher comments / corrections in red ink
  - Peer / self-assessment in green ink
  - DIRT and corrections in green ink
- Students are given extra support, and time to reflect on and correct any mistakes.

## Checking of students' work

Teachers will systematically check students' to ensure errors and misconceptions are clearly identified and students are made aware of them.

Teachers will read students' work both live during the lesson and post-lesson in order to move learning forward. This feedback will then be used to address misconceptions, demonstrate best practice and close gaps in learning. Teachers will use a 'messy markbook' to record key next steps which will drive planning and interventions.

## How feedback is given

- Exemplary work may be spotlighted under the visualiser and students asked to redraft.
- Common errors may be explored under the visualiser with students asked to think critically about how to correct the misconception.
- A 'good' piece of work may be shown under the visualiser with students working collaboratively to move it from 'good' to 'great'.
- Ticks may be given to show where responses are accurate.
- Symbols may be used to show errors and misconceptions.
- Numerical totals for the checking of a specific skill targeted exercise may be given.
- Students are given time to reflect on and correct any mistakes.

## Verbal feedback

Verbal feedback is important because it is a quick and effective method of providing feedback to students. Students can act upon verbal feedback instantly to correct work and act on identified next steps. There are three main ways of delivering verbal feedback to students:

### Whole class verbal feedback

This should be used to address common misconceptions across a large number of students. It is likely this will be used after a whole-class response activity. It will allow the teacher to respond immediately to any technical inaccuracies. It can also be used to share misconceptions after the work has been read by the teacher. A visualiser can be used (as above) to share successes – demonstrating what excellence looks like in a particular subject area – or to model how to improve a response after which students would complete a period of DIRT.

### Small-group verbal feedback

This should be used to address a small number of students who share a similar next step and who would benefit from additional input and support to help them to address this next step. This strategy would be particularly useful when students are working in small groups.

### Individual verbal feedback

This should be used to address a specific next step with an individual student. The student is likely to need a highly tailored explanation to understand how to act upon a next step.



## Self and peer feedback

Self and peer feedback allows students to apply success criteria to identified and appropriate pieces of work. When done effectively, it can raise student self-confidence and instigate powerful peer-to-peer support. These feedback methods should only be used when:

- students understand what the success of a task looks like
- students have acquired the skills to identify successes for a particular activity
- trust underpins the learning culture that has been created

## Roles and responsibilities

The teacher with overall responsibility for the class is responsible for providing consistent, appropriate, and regular feedback for all students within the group: in line with academy policy.

Middle leaders have responsibility for ensuring feedback is consistent, appropriate and regular across the department. They will undertake a joint work scrutiny with their SLT link during week 5 of every cycle (every 13 weeks) where they will focus on the frequency and quality of DIRT that has taken place in order to quality assure feedback methods. This may be in the form of a 'drop-in' during lessons, a collection of a sample of books / folders or through lesson observations linked to quality assurance.

Middle leaders must ensure that schemes of work clearly identify an appropriate number of activities where teachers will provide students with specific task-related feedback. The scheme must also identify DIRT opportunities where next steps can be acted on.

Senior leaders will complete a work scrutiny week 11 of every cycle where they will quality assure feedback strategies by focusing on the progress evident in student books through DIRT. Senior leaders will also quality assure all schemes of work to ensure that an appropriate number and range of activities have been identified to be marked which will generate appropriate feedback. During performance walks and on tours, senior leaders will check that department expectations are being followed.

## Progress checks and report writing

Students must be given opportunities throughout the year to complete summative assessments, as well as sustained and substantial pieces of work that allow them to demonstrate the skills, knowledge and understanding required to attain in the subject. Leaders are responsible for ensuring this takes place.

Parents / carers will receive a progress report at the end of each cycle (3 times a year); the feedback the student has received will be reflected in these. The percentage and attainment PRAG or grades given in progress reports will reflect the student's performance in the end of cycle summative assessment. In Cycle 1 and Cycle 2, parents / carers receive either a highly personalised written report, a face-to-face meeting, a telephone call home or a tailored note in the student's planner. During Cycle 3, in secondary phase, every student presents a summary of their successes and next steps from the year to their Dream Team (formed of their peer Belay Partner, Advisor, family and any other key adults in their life). Students are actively encouraged to contact their teachers for support and feedback in the evenings and at weekends via the academy email system or through twitter.

In secondary phase, every student has a one-to-one performance appraisal meeting with his or her Advisor at the start of each cycle (3 times a year). As a result of this data-driven meeting, students are able to develop a 'Learning MAP' for the cycle outlining how they will address areas of weakness and make progress towards their targets over the next 13 weeks. Advisors use DEAR time and mid-cycle review meetings to check that student commitments are being acted upon.



## Appendix 1

(Extracts taken from 'Embedded Formative Assessment', William 2011)

### What, exactly, is formative assessment?

The regular use of minute-by-minute and day-by-day classroom formative assessment can substantially improve student achievement. Although many different definitions of formative assessment have been proposed, the essential idea is simple. Teaching is a contingent activity. We cannot predict what students will learn as a result of any particular sequence of instruction. Formative assessment involves getting the best possible evidence about what students have learned and then using this information to decide what to do next.

There are five key strategies of formative assessment:

- clarifying, sharing, and understanding learning intentions and criteria for success
- engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning
- providing feedback that moves learners forward
- activating learners as instructional resources for one another
- activating learners as owners of their own learning

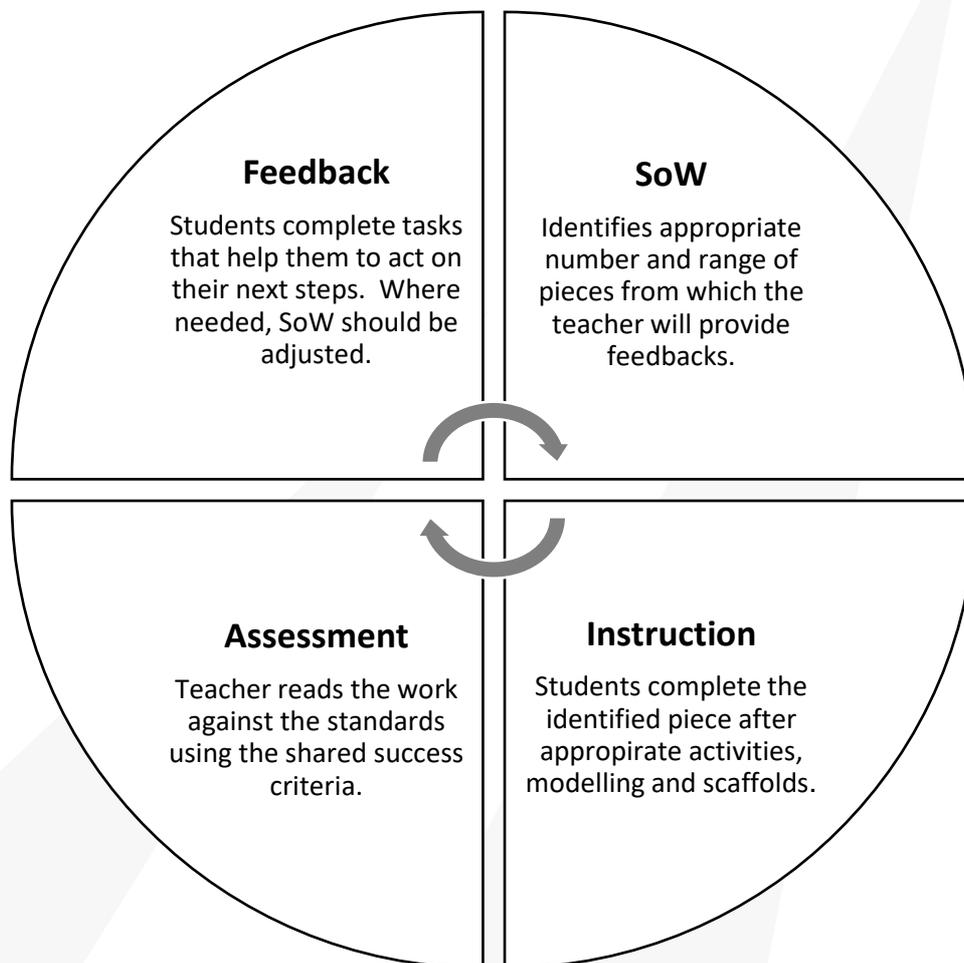
***The big idea is that evidence about learning is used to adjust instruction to better meet students' needs – in other words, teaching is adaptive to the learners' needs.***

	Where the learning is going	Where the learner is	How to get there
<b>Teacher</b>	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
<b>Peer</b>	Understanding and share learning intentions	Activating students as learning resources for one another	
<b>Learner</b>	Understand learning intentions	Activating students as owners of their own learning	



## Appendix 2

### Marking diagram



Strategies for making feedback manageable and meaningful:

- Always share success criteria with students before they complete pieces of work.
- Always model an example to students so they know what success looks like.
- Use the visualiser to provide whole-class feedback or during ‘Show Call’ to share best practice or common misconceptions.
- Using codes and symbols for students to identify key successes and next steps.
- Ask students to highlight evidence to support the agreed success criteria.
- Get students to proof read their own work and show their corrections before they hand their work in.
- Ask students to highlight the part of their work which they found most challenging to indicate where they would like the teacher to focus their attention on most.
- Ensure next steps are supplemented with appropriate strategies to enable students to improve.

