

# Feedback Policy 2016

## INTRODUCTION

The Highgate Wood School Feedback policy establishes our approach to how teachers should use feedback, provide feedback and encourage students to use and respond to feedback. We want feedback to be meaningful, motivational and manageable. We know that meaningful feedback and having the opportunity to respond to feedback are the biggest keys to learning both for teachers and learners. Meaningful feedback and successful learning are complimentary. Our approach is focussed on making feedback more effective so that it leads to enhanced student performance. This policy focuses on progress through instructional feedback to challenge students to enhance their performance continuously.

### Growth Mindset

With Growth Mindset being the cornerstone of our learning ethos, our students and teachers will be fully aware that success, however defined, is achieved through hard work, perseverance and focussed practice based on seeking and responding to feedback. Highgate Wood School students will be resilient, welcome challenge and understand that failure is a necessary part of the journey to success. This policy will further develop a culture of challenging students to improve following specific feedback. There are no upper limits to what our students can achieve if they have the right attitude to learning and take the opportunities given to them to engage with and respond to meaningful feedback.

### Principles

Our policy's principles are underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations (Please see the glossary in Appendix 5.). The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage, motivate and support further effort;
- be given precisely, and sparingly, so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong.

Our feedback policy has at its core a number of principles:

- the sole focus of feedback should be to further students' learning - to continuously make an impact;
- meaningful feedback is provided both to teachers and students as part of assessment processes in the classroom and can take many forms other than written comments;
- meaningful feedback is precise, planned and timely to ensure maximum impact. Less is more;
- meaningful feedback involves, engages and includes students in the feedback process;
- meaningful feedback delivered closest to the point of action is most effective, and as such immediate feedback delivered in lessons is more effective than comments provided at a later date;

- feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge in lessons, matching our Growth Mindset philosophy, always allowing students to make outstanding progress;
- all students' work should be reviewed by teachers or through peer/self-assessment, in line with the requirements of the departmental schemes of work, so that it might impact on future learning; thus enabling students and teachers both during lessons and after lessons to plan their next steps in the learning journey;
- all departments will plan for students to be given suitable time (Directed Improvement and Reflection Time) to engage with and respond to the specific feedback that is provided;
- all departments will regularly monitor and evaluate the impact of feedback on the students' learning, and will make amendments, where necessary, to increase the impact.

### Forms of Feedback

We understand that there are a range of ways in which feedback occur. (Please refer to Appendix 1 for examples of different forms of feedback.) Departments will have an agreed set of feedback approaches that will be planned for and built into their schemes of work. These will be monitored on a regular basis across the year. Regardless of the form, its focus is to engage students with the feedback, provide information to teachers and learners about their performance and how to improve it.

The following aspects regarding how feedback occurs fulfil the spirit of the policy.

#### 1. No Levelling/Grading

Research shows that when grades are provided, students are unlikely to act on the feedback provided. Our belief is that all students should be aiming to master skills or knowledge and, therefore, can continuously identify aspects that were of strength and areas for improvement. A level or grade is not the end point; mastery is. In line with our Growth Mindset philosophy, teachers will:

Provide no levels or grades on any pieces of work including end of unit assessments across key stages three, four\* and five\*

The exceptions are in the following:

- End of Year 10 examinations;
- Year 11 mock examinations;
- Year 12 mock examinations;
- Year 13 mock examinations.

Although students will receive an indicative level or grade for the examination sat, the summative results for the aforementioned exceptions are only given **separately**, in line with the school reporting process, and only **after** students have interacted with the papers / teacher's comments, and have engaged in the departmental agreed feedback activities, with the purpose of making further progress to ultimately close the gap. Therefore, departments will ensure that time to engage with an appropriate feedback strategy is planned for after the examination paper has been assessed, and before the summative level or grade is reported.

Note: No levels or grades on students' specifically identified key pieces of work or key assessments within a scheme of work does not mean that levels or grades are not recorded and

used by teachers and departments in their marksheets in SIMS. Departments will still have the need for levels to be recorded in SIMS etc and normal tracking systems will be in place. These will enable teachers and departments to decide where students are or are not on track to make expected progress, and plan to refocus or redirect students to ensure that future progress is made.

## **2. Corrections**

This section should be read in conjunction with the Whole School Editing Code in Appendix 2.

Departments will agree on what the key focus of the feedback will be e.g. what key skills or knowledge are being assessed in the learning activity or assessment, and are in need of correction. Therefore, teachers are giving precise, meaningful feedback on where mistakes and errors have been made in relation to the specifically agreed key skills or knowledge that has been assessed.

However, opportunities to support the development of literacy should be taken, when appropriate, to highlight mistakes and errors, in line with the aforementioned Whole School Editing Code, but these are at the discretion of the teacher.

There is a distinction between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which occurs when answering a question about something that a student has not mastered or has misunderstood.

The teacher will use their professional judgement to determine if the issue is an error or a mistake.

### **Mistakes**

If a teacher provides the correct answer this means that students are not required to think about mistakes they have made, or recall their existing knowledge, and as a result are no less likely to repeat them in the future.

- If a student is judged to have made a mistake, depending on the departmental feedback approach, it should be marked as incorrect, but that the correct answer should not be provided, as providing the correct answer to mistakes is no more effective than not marking the work at all;
- Mistakes will need to be corrected by the student, but not taught by the teacher;
- Departments will decide on how cross-curricular mistakes are highlighted to students, in line with the Whole School Editing Code in Appendix 2;
- Departments will provide time for students to proofread, and D.I.R.T will be built into lessons and schemes of work to allow this to happen.

### **Errors**

Where errors result from an underlying misunderstanding or lack of knowledge, it is most effective to:

- remind students of a related rule, (e.g. apostrophes are used for contractions);
- provide a hint or question that leads them towards a correction of the underlying misunderstanding;

Simply marking the error incorrect (as if it were a mistake) would be ineffective, as students would not have the knowledge to work out what they had done wrong. Therefore:

- errors will be identified, in some way, in line with the departmental agreed feedback approach;
- a decision will be taken by the teacher if this is a whole class issue or an individual student issue and then will be taught in some way, e.g. departments may agree an approach where teachers pose questions or provide hints to correct errors, to overcome the error and close the gap.

### 3. Thoroughness

Feedback must be meaningful. It must be precise. It must be manageable for both students and teachers. It must have an impact. It must be motivating. It must be engaged with and responded to by both students and teachers. Therefore, we do not use acknowledgement feedback, often known as 'tick and flick', as this does not achieve the above. Departments will agree on other methods to quickly gain a view of the progress within lessons e.g. effective use of whiteboards or interactive software such as Plickers. We give less feedback, but it has more impact, as it is thorough because it always enables students, via some agreed strategy, to know what they can currently do, what they can't yet and how they must improve – and have time to actually respond to it.

Departments will pinpoint which key skills or pieces of knowledge must be assessed within a lesson, scheme of work, and across a key stage. Therefore, all departments will agree and identify:

- when these key skills or pieces of knowledge will be assessed e.g. lesson 4, lesson 8 and lesson 10 during the build up to the key assessment task within the scheme of work to allow students the opportunity to attempt, practise and make mistakes on those vital skills before the final assessment;
- how teachers and students will receive this thorough feedback e.g. which formative assessment strategy is the most effective for engaging students with this key skill or knowledge i.e. targeted questions written next to the piece of work; use of flight checklist before first submittal; use of success criteria codes for next targets. (Please refer to Appendix 3 and Appendix 4 for a range of suggested approaches);
- who will provide the specific feedback. For example, the department will agree on whether the first pinpointed feedback opportunity is given by the teacher to model the way in which feedback should be given, with the second and third identified feedback opportunities across a scheme of work being delivered through peer and then self assessment;
- how to communicate the above with students and parents, so that the agreed feedback opportunities are clear for all to understand e.g. information in the front of exercise books at the start of each unit.

#### 4. Student responses

Students should do at least as much work responding to their feedback as the teacher or peer did to give that feedback. Departments will ensure that students are provided with designated time to reflect on feedback in lessons (sometimes known as 'Dedicated Improvement Reflection Time') and at what point in extended pieces of work students should be provided with written feedback. As previously mentioned, departments will focus on providing time for students to respond to and engage with feedback on the agreed key skills or key pieces of knowledge. Students must understand that skills will be revisited and knowledge further developed, in line with our Growth Mindset philosophy.

Departments will:

- develop an agreed approach to how they have students engage with the feedback. (For a range of recommended strategies to employ, please see Appendix 4.);
- identify where the key skills will be taught, and where students will have opportunities to respond and improve to the feedback provided (This should be as close to the feedback as possible, but may also be when recapping or returning to key skills in a future scheme of work or future piece of work.)
- use the feedback to decide whether teaching of a specific skill (that is the barrier to success) is necessary before the learning gap is closed (by the further attempt at the skill);
- decide on the proportion of time in identified lessons to be assigned / allocated for students to respond to feedback;
- create departmental agreed target sheets to enable students to transfer their areas for improvement to a centralised place to help students become more organised, and to enable students to monitor and track their own progress;
- have an agreed approach to allow the transition of skills and knowledge to be identified by a student, parent and teacher e.g. a grid for skills being practised or met on several occasions is stuck in students' books or portfolios.

#### 5. Creating a Dialogue

Once departments have made a decision when to give students time to respond to feedback, they will agree on the type of response students should be encouraged to provide, and will decide what to do with these responses. For example, departments may agree that 'dialogic marking', in which a written 'conversation' is developed over time between teachers and students, is the preferred method of student response for that key skill. Departments will ensure that, whatever student response strategy is agreed, it will suit the spirit of this policy with the feedback being meaningful, motivational and manageable.

Departments will:

- decide where a dialogue will occur across a unit or units, but always with a focus on students returning to recurring key similar skills. E.g. if an error has been identified and guidance has been given, and students have had an opportunity to attempt the skill again, then feedback will follow with a focus on whether the gap has been closed or not;

- decide if the returning/responding comment in the dialogue is carried out by a teacher or peer;
- where the dialogue is a verbal conversation, decide how the conversation will be recorded to ensure that understanding is secured. (See Appendix 3 for examples of this.)

## 6. Targets

Formative assessment aims to provide information to learners about how to improve their performance. A simple way to do this is to provide explicit targets for students as part of feedback. Feedback and targets must be precise, and relevant to the key skill or key piece of knowledge being developed.

Therefore, departments will:

- ensure that the language used within the targets is clear, understandable and related to previously discussed success criteria;
- provide feedback on the aforementioned identified key skills and knowledge in the scheme of work, and targets will always be set after these identified feedback opportunities;
- decide the number of opportunities for feedback, and targets, based on the needs of the scheme of work and the department;
- set the number of targets at the teacher's discretion, but the number of targets must not be overwhelming for the student;
- build in opportunities and time for reminders of previous relevant targets into schemes of work;
- provide students chances to discuss the targets and identify how to meet them before trying them again;
- provide time in schemes of work for students to record targets on target sheets (Departments can create their own, and these will be stuck in students' books to allow easy reference.);
- decide a departmental agreed approach to who and how the targets are written in the target sheet;
- decide if students have a role in setting their own next steps;
- decide if students are asked to rewrite the targets to increase their understanding of what needs to happen.

## 6. Frequency and Speed

As previously mentioned, meaningful feedback delivered closest to the point of action is most effective, and as such immediate feedback delivered in lessons is more effective than comments provided at a later date.

The frequency of feedback will be given in line with the aforementioned department's identified key skills and key pieces of knowledge practised within a scheme of work and further practised within the agreed key assessments. The policy is making feedback more impactful. Thus,

departments will decide on the actual required feedback at the identified moments across a scheme of work. These will be transparent and shared with teachers, students and parents.

Furthermore, departments will decide on the placement of the agreed key assessments in a scheme of work to ensure that students receive feedback in a timely fashion to allow for the learning gap to be closed when students attempt the skills again. It is recommended that, where possible, a key assessment should not be set for the final week of a scheme of work to allow the above to happen.

### **8. Monitoring and Evaluating the Impact of Feedback**

Monitoring is checking that things are going as planned and involves monitoring the consistent use of this feedback policy, so that leaders at all levels are confident that this is happening across the department and school. Therefore, department, and school leaders, will schedule regular opportunities to monitor that the agreed departmental feedback procedures are occurring. This will happen through a range of methods including moderation, book looks, work sampling, learning walks, peer observations, lesson observations and discussions with teachers and students.

Evaluation is assessing the impact of the policy on student outcomes. Departments will use agreed evidence gathered by looking at drafting stages of work, progress in books and by talking to teachers and students. Practical based departments will decide on the agreed evidence to be used to enable progress to be evaluated within their subject areas, and these will be shared and transparent.

Furthermore, in line with our whole school evaluation schedule across the year, department leaders and school leaders will decide upon which data to enable them to evaluate the impact of feedback on student progress. This could include analysis of termly progress data information along with the end of unit assessments.

### **9. Increasing Parental Engagement with Student's Feedback and their Work**

The purpose of feedback is to improve student learning; feedback is not for parents. However, all departments will provide a clear explanation of the feedback procedures within their subject areas. There will be a range of ways in which this feedback policy is communicated to parents and governors via, for example, induction evenings, newsletters, parents' evenings and our website. All stakeholders need to understand how feedback is given to students and what students are expected to do with the feedback.

Parents are expected to engage in a discussion with their child with regards to the feedback that they have received. Fundamentally, using the feedback to discuss how their child can improve their work. This will happen by:

- parents having a clear understanding of what is being assessed across a scheme of work, year and key stage;
- parents having a clear understanding of when feedback will be provided and by whom;
- the student's exercise books or work being taken home, where possible;



- on a fortnightly basis, parents looking at a student's work and student targets and discussing how to move forward;
- parents indicating that the above has happened through the fortnightly signing of the student planner.

Therefore, departments will provide the following:

- An oversight of the key skills and knowledge being assessed at the beginning of a scheme of work;
- Regular opportunities for students to take their exercise books or work home;
- An oversight of who and how feedback will be given on the agreed key skills and key pieces of knowledge;
- Time at parents' evening to discuss the above with parents.

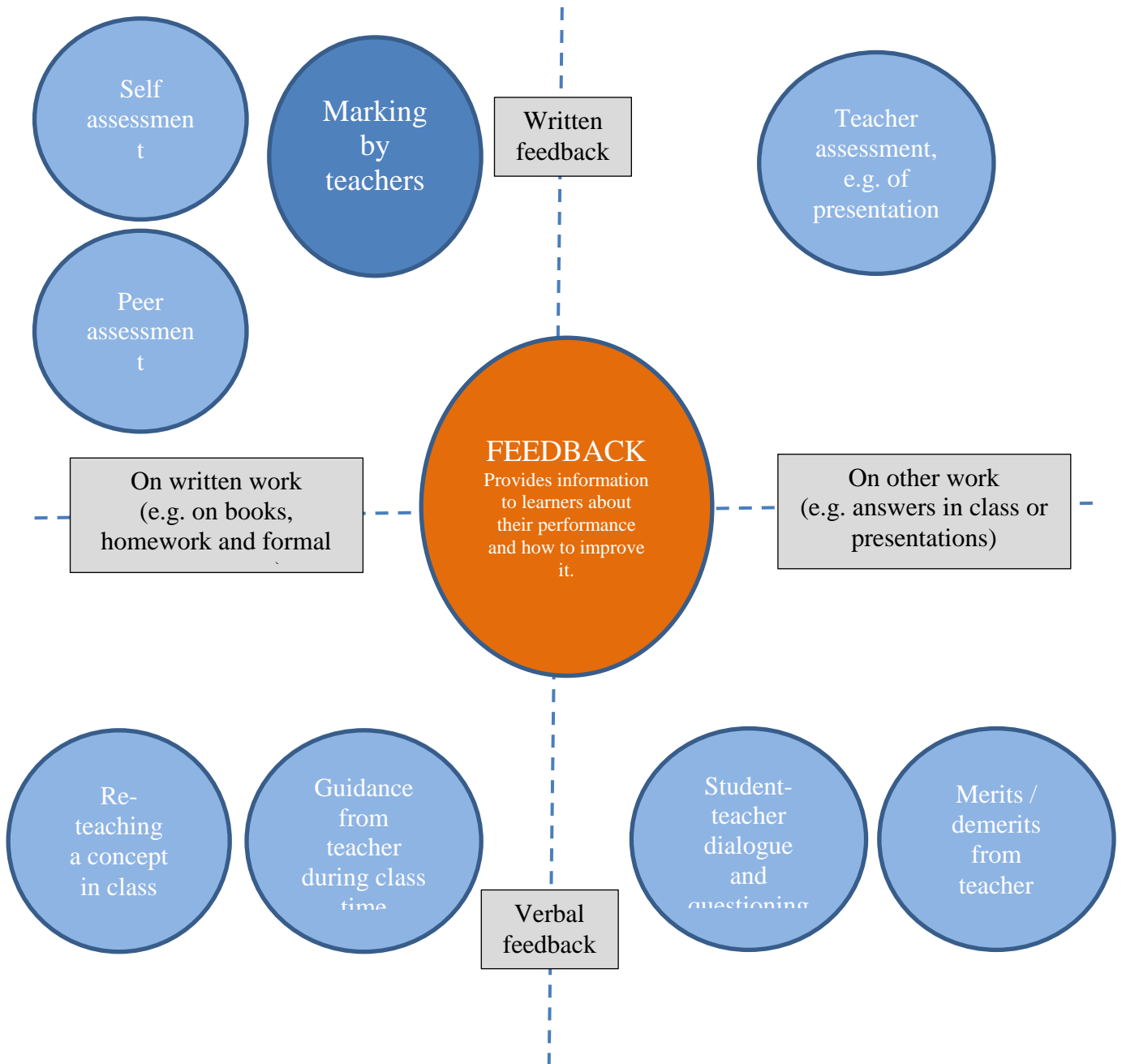
Additionally, tutors will:

- check the student planner on a regular basis to ensure that the above is happening.

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**Appendix 1**  
**Examples of different forms of feedback**



**Appendix 2**  
**Whole School Editing Code**

<b>Mark in Margin</b>	<b>Means</b>
Sp	Spelling. Try this spelling again.
W	Wrong word, e.g. <i>there</i> not <i>their</i> . Try this word again.
T	Wrong tense or time, e.g. <i>went</i> not <i>go</i> . Try this tense again.
C	Capital letter. Find the missing or misplaced capital letter.
P	Put in the missing punctuation, or change incorrectly used punctuation. E.g. P, = find the missing, or incorrectly used, comma. Other punctuation: ! ? ' : ; ( ) " . -
NP (in margin) and // (in work)	You need to use a New Paragraph here.
WO	Word Order. Change the word order to make your writing clear.
Rewrite	Write this sentence or passage again.
+	Add in a point that you forgot to include.
☐	Well-written.
☐☐☐	Striking or imaginative work.

**Where is the yellow highlighted mark?**

**Next to a line** = means you can find it in the line.

**Next to a line with a part of the work underlined** = you can find the problem in the underlined part.

**Next to a pen line** = means you can find it in this section.

**At the end of a piece of work** = there is a problem all through the writing.

**Appendix 3****Effective Formative Assessment Techniques**

The following list of techniques are explained in 'Embedded Formative Assessment' Wiliam 2011

## List of Techniques

1. ABCD cards
2. ABCD corners
3. A or nothing
4. Ask the audience
5. Best accent competition
6. Best composite test paper
7. Best examples discussion
8. Choose-swap-choose
9. Coloured cups
10. Daily sign in
11. Error classification
12. Exit pass
13. Exit pass place mats
14. Extended wait-time (for higher-order questions)
15. Find the errors and fix them
16. Generating test items (with correct answers)
17. Go 50-50
18. Group-based end-of-topic questions
19. Group-based test prep
20. Hinge-point questions
21. Homework help board
22. Hot-seat questioning
23. If you did know, what would you say?
24. If you don't know, I'll come back to you
25. If you've learned it, help someone who hasn't
26. I-you-we checklists
27. Learning logs
28. Learning portfolios
29. Match the comments to the essays
30. Mini whiteboards
31. No hands up except to asks a question
32. Page protectors
33. Phone a friend
34. Plus-minus-equals grading
35. Popsicle sticks
36. Pose-pause-pounce-bounce

37. Pre-flight checklist
38. Question shells
39. Ranking exemplars
40. Real-time test
41. Red/green disks
42. Reporter at random
43. Statements rather than questions
44. Student reporter
45. Think-pair-share
46. Three best samples discussion
47. Three-fourths of the way through a unit test
48. Traffic lights
49. Two stars and a wish
50. WALT and WILF
51. What did we learn today?
52. What not to write
53. Writing frames

The following list of techniques are explained in Chapter Five 'Feedback' in 'Making Every Lesson Count: Six principles to support great teaching and learning' Shaun Allison and Andy Tharby

#### List of Techniques

1. Gritty Editing
2. D.I.R.T
3. Log It
4. Symbol marking
5. Say It
6. Mark Live
7. Repeat After Me...
8. Open A Gallery
9. Keep the Peer Clear
10. Network the Critique
11. Find the Best Bits
12. Highlighter Action
13. End with Struggle
14. Five Minute Flick
15. Switch the Onus

**Appendix 4**  
**Departmental Closing the Gap Approach**  
(To be added)

**Appendix 5****Glossary**

- 'Eliminating unnecessary workload around marking.' Report of the Independent Teacher Workload Review Group, March 2016
- 'A Marked Improvement? A review of the evidence of written marking' Elliott et al. Education Endowment Foundation, April 2016 .
- 'Marking and Feedback. Guidance at a glance.' Association of School and College Leaders, May 2016
- 'Embedded Formative Assessment' Dylan Wiliam, Solution Tree Press, 2011
- 'Making Every Lesson Count: Six principles to support great teaching and learning' Shaun Allison and Andy Tharby, Crown House Publishing Limited, June 2015



## Appendix 6

### Self-Assessment and Peer Assessment

These feedback strategies are vital in the learning process. They create an environment of support, belief that we can all improve and deepen a student's understanding of how we can improve. Teachers will provide guidance and support for students through modelling of self and peer assessment, providing examples of comments and a structured approach to ensure that they develop a confident approach to using self and peer assessment.

#### Self-assessment

Self-assessment is the student's role in reviewing their learning, their achievement and their effort. There will be guidelines for students available and these will include:

- ensuring it is a two-way process where they take responsibility for their learning;
- getting them to look at the success criteria set at the start of a task, lesson or unit and think about what they were trying to achieve;
- establishing that it reinforces learning, develops analytical skills;
- explaining that it is part of our whole school Growth Mindset approach where we learn from our mistakes;
- Explaining that it is an essential part of the learning process and something which will be used and valued by students and teachers.

#### Peer-assessment

Peer-assessment represents students' roles in reviewing each other's learning, their achievement and their effort. There will be guidelines for students available and these will include:

- explaining to students how to do this in a sensitive fashion;
- getting them to look at the success criteria set at the start of a task, lesson or unit and think about what they were trying to achieve;
- establishing that it reinforces learning, develops analytical skills;
- explaining that it is part of our whole school Growth Mindset approach where we learn from the mistakes made by others;
- Explaining that it is an essential part of the learning process and something which will be used and valued by students and teachers.

**Appendix 7****Pen Colours for Written Feedback**

Type of Written Feedback	Pen colour
Teacher	Pink
Teacher highlighting literacy error	Yellow
Self-assessment	Green
Peer-assessment	Purple

**Appendix 8****Providing Feedback to Improve Literacy**

1. When providing feedback to improve spelling, a teacher should make a professional judgement whether this should link in with the key words in the lesson and subject specific words or if a student is persistently making errors with commonly used words.
2. Teachers should not write the correct spelling, but should give students the opportunity to self-correct.
3. This should be differentiated according to the student's ability.\*
4. Students must write out the correct spelling three times at the back of their exercise book or portfolio using the spelling sheet.
5. Teachers will routinely set end of unit spelling tests for students using the unit's keywords along with the student's commonly misspelt words.

**\*differentiating spelling**

Higher attaining students should find the word that needs correcting:

*The writer finds it terrible that something like this could have happened because we live in a world where there is no excuse for poverty. In fact the writer*  
**Sp** *is both shocked and discusted that goverments have not done anything to help ...*

This can be differentiated by highlighting the part of the word where the error has occurred. This will help the student to correct the spelling. The start of the word can also be given to help the student find the word in the dictionary:

*Another way the writer has attempted to persuade the reader is by presenting his*  
**Sp** *assumptions as truths, and*  
**Sp** *by exaggerating the impact of these truths. A good example of this is when ...*