



Royal Wootton Bassett Academy Feedback Policy

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Related Policies:

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1. Rationale

“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 increase the extent to which students are owners of their own learning.” Dylan Wiliam

High quality verbal and written feedback is crucial in helping students to make effective and appropriate levels of progress. Fundamental to this policy is the belief that our students will become better and more motivated learners when they are aware of the skills they currently have mastery of, and levels working at, while fully understanding how they can make improvements. Feedback, and students’ responses to that feedback, will also help to inform teachers in their planning, monitoring of progress and intervention strategies. This policy sets out to explain the basic expectations for teaching staff in an attempt to promote consistency. However, it is not considered practical for every subject to use identical feedback procedures, therefore, each department/faculty is expected to publish their own marking policy.

2. Principles

Regular and effective feedback of work can be motivating for students and inform parents and teachers about progress of individual students or groups of students. High quality feedback is a prerequisite to elicit exceptional progress of all groups. High quality feedback is defined effective by solid evidence in students’ future work, such as progress over time can be seen following feedback:

High quality feedback can include:

- Provides constructive feedback which helps students to understand what they have achieved and what they need to do next;
- Focuses on explicit learning intentions as the criteria for success;
- Encourages student engagement through questions which can be followed up with iACT prompts.
- Engages with subject knowledge, understanding and skills and not just with effort and presentation;
- Provides feedback on literacy of students in a consistent manner;
- Must involve the teacher but can also involve peer, self, verbal and teacher assessment using success criteria;
- Tracked over time to show progression of students or to target intervention strategies.

3. Key Terminology

- Learning Intentions (what the students should have LEARNED at the end of the learning episode);
- Learning Episodes (the duration the learning is to take place over – typically this will be anywhere between 15 minutes and 2 lessons);
- Success Criteria (what exactly the students will achieve to show they have met the learning intentions).

4. Feedback Expectations: (non-negotiable)

At Royal Wootton Bassett Academy all staff will:

- a. Provide high quality written feedback on students' work with sufficient frequency to gain outstanding levels of progress for all groups across each class taught. This could involve the giving of a level or grade but MUST highlight areas of strength and give specific targets for improvement; (*It is good practice to record grades and targets from 'deep' marking and record on summary sheets in students' books/folders/files etc.*) (For example see Appendix 2)
- b. Provide opportunities for the students to work on their targets for improvement, either as classwork or as 'extension' homework and to have a dialogue with the teacher about the assessment of the piece of work (iACT).
- c. Make explicit the success criteria that work is being assessed against.
- d. Students will then make an IMMEDIATE personalised response to this iACT feedback in GREEN PEN. (A student's response to feedback will form part of the Attitude to Learning grade on Progress Reports).
- e. Typically check iACT response quality of around 30% of the class cyclically, post response activity. Use of a Verbal Feedback stamp or departmental variant would be seen as best practice here.
- f. Use consistent notation when marking written work/literacy – this MUST be done in RED PEN. (See Appendix 1)

5. Strategies for Effective Feedback

The strategies set out below are ideas/suggestions which may assist teachers but are not prescriptive or exhaustive:

- Build 'milestone' pieces of work into Schemes of Work and schedule 'deep' marking at these times – these may be Tests, Application homeworks, other assessment pieces or classwork;
- Each piece of work that is deep marked should have a Pathways skill statement (KS3), GCSE grade (either letter or numeral) (KS4) or AS/A2 grade (KS5), an associated iACT task to enhance the work and create a dialogue post feedback with each pupil.
- Self and Peer assessment against pre-determined success criteria, should be used to provide further/initial feedback to students
- Consistently use the iACT system of prompt marking to encourage further development and dialogue *e.g. Rewrite your topic sentence in paragraph 3; What alternative sources could you have considered? etc. (It is essential to then see evidence of this new corrected/redrafted work within pupils' books)*
- Record assessments in student planners (additional planner pages may be required).

6. Monitoring and Evaluation

Each class teacher is responsible for ensuring their classes' work is marked and feedback is provided to students. This will be monitored in the following ways:

- HODs/HOFs will request samples of books/folders/files be brought to moderation meetings termly. Feedback and the quality of students' work will be discussed as a department/faculty – feedback will be provided to each member of staff;
- HODs/HOFs will undertake random sampling of students' work via QA Walks which will be fed back to individual staff and department summaries discussed with Line Managers;
- The Leadership Team will include checking of marking and feedback as part of QA and learning walks and lesson observations. LT will feedback the findings to HODs/HOFs and individual members of staff and take appropriate action as required;
- The Leadership Team will also engage in discussions with identified students to improve learning experiences for all students;
- Feedback, together with progress over time, **MUST** be clear, helpful and available at all times.

Appendix 1 (Literacy Marking Code)

In order to promote consistency, a common approach to the marking of written work is to be used:

SP = spelling

P = punctuation

C = mis-use of capital letter

// = new paragraph

?? = not clear

^ = something's missing

Appendix 2 (Departments are free to design their own template)

Date	Grade	iACT Positive remarks	iACT Response nature (rewrite, additional questions etc)	iACT completed (Y/N)