



Royal Wootton Bassett Academy

Feedback Policy

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Contents

1. Rationale
2. Principles
3. Key Terminology
4. Feedback Expectations
5. Strategies for Effective Feedback
6. Monitoring and Evaluation

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 William

*“Feedback can only build on something; it is of little use if there is when there is no initial learning or surface information. Feedback is what happens second.”
Hattie, J and Timperley, H*

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 to promote consistency with overarching similarities across different departments.

2. Principles

Lay the foundations for effective feedback:

- Sharing of learning intentions and success criteria
- Planning tasks carefully so they elicit the right evidence
- Modelling examples of best practice

Deliver appropriately timed feedback that focuses on moving learning forward:

- Tracked over time to show progression of students or to target intervention strategies.
- Engages with subject knowledge, understanding and skills and not just with effort and presentation
- Focus on specific learning gaps moving the learning and the learner forward (Student profile)

Plan for how pupils will receive and use feedback:

- Encourages student engagement through questions which can be followed up with iACT prompts.
- 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

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);
- Bassett Lesson Elements (Activate, Demonstrate, Apply, Review)

- Success Criteria (what exactly the students will achieve to show they have met the learning intentions).

4. Feedback Expectations: (non-negotiable)

To be frequent	Students should receive feedback on a 6 to 10 lesson cycle (subject directed) and within one week of handing it in
To be reflective	Build in time into a lesson or homework to review and act on the feedback in order to improve (iACT).
To be purposeful	The tasks set are of high quality and with clear aims and outcomes so feedback can move learning forward.
To be consistent	Give each student a similar number of feedback points. Students respond to the feedback in green pen (iACT)

5. Strategies for Effective Feedback

The following are suggested strategies, but not the only strategies that can be used, for marking classwork or homework/independent study. Teachers should aim to use a range of strategies as appropriate to best support the learning of the students. This should be completed every 6 to 10 lessons as directed by the curriculum leadership. This is the minimum expectation though teachers may choose to do more. Marking should be focused on specific work which demonstrates the students' independent achievement.

5.1 Zonal marking

Mainly useful for pieces of extended writing.

- Skim read the whole piece.
- Select a section (one or two paragraphs) to mark in detail and place a red box around this. Give detailed comments and annotations on this section.
- Student either re-drafts this section or uses the feedback as guidance to edit another section using green pen.
- Teachers must check and acknowledge the iACT/redrafted section.

5.2 Live model marking

Useful for any piece of work, particularly homework questions.

- Either write, project work onto the board or photocopy examples for the class.
- Mark a couple of pieces with the class being explicit about why they obtained the marks they did and what specifically they could do to improve their answer.
- Students then self or peer assess their work.

5.3 Student requests

Useful for any piece of work and promotes independence.

- Before handing work in, students identify the section they feel least confident with/want feedback on.
- Teachers only provide feedback on this section.
- Alternatively, students ask a question about the work that the teacher answers.

5.4 Individual support in lesson

Useful for any piece of work particularly in class

- Students get individual help at the time of need

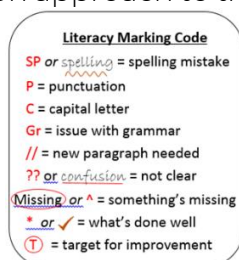
5.5 Summative Assessment

Approximately every 16 weeks, teachers are expected to set, grade, and record a summative assessment. This should be standardised across the department and marks recorded centrally. This feedback is reported home via the progress reports with a subject target(s) either written or given at a parents evening appointment.

5.6 Literacy

- Spellings are to be corrected with focus on subject keywords.
- Grammar and punctuation should be corrected where common errors appear.

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



Additionally, staff should comment on the standard of presentation if it does not meet expectations. Students should be adhering to the 'Literacy Non-negotiables' which are as follows:

- Use capital letters appropriately.
- Use full stops at the end of every sentence (or an exclamation mark/question mark if appropriate).
- Underline every title and date with a ruler.
- Accurate spelling of the 10 subject key words

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. 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 Climate Walks which will be fed back to individual staff and department summaries discussed with Line Managers;
- The Leadership Team will include checking of feedback as part of QA, department review and lesson reviews. 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 via student learning conversations;
- Feedback, together with progress over time, **MUST** be clear, helpful and available at all times.
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References

Dylan Williams 2018 – Feedback, At The Heart Of – But Definitely Not All Of – Formative Assessment

The Education Endowment Fund- Teacher Feedback to Improve Learning