



# **Feedback Policy**

**Date Policy due to be reviewed: September 2024**

**Committee Responsible for Policy:**

*“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 learning,”*

*Dylan William, Embedded Formative Assessment*

## HIGH-QUALITY, EFFECTIVE FEEDBACK

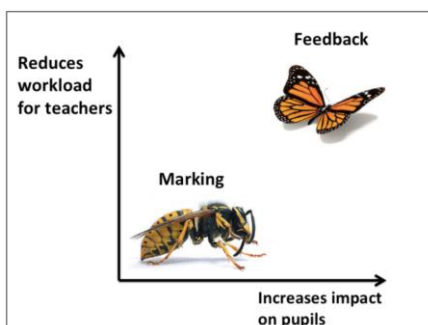
***Feedback that moves learning forward is both efficient and effective: it is clear, timely, focused, and actionable and should result in more work for the students than the teacher. A variety of techniques are used to provide feedback, including live marking and whole-class feedback, which reduces teacher workload and supports a timelier feedback and improvement cycle.”***

Providing feedback has a high impact on learning, with evidence to suggest it has a greater impact on disadvantaged students and low-prior attainers. Feedback from students should be obtained in mass through the regular use of mini whiteboards, with understanding probed further through high-quality questioning through the use of cold calling, no opt out, right is right, stretch it etc. Frequent quizzing provides feedback on students’ understanding, knowledge gaps and the enacted curriculum. Feedback to students is most effective when specific, detailed, and actionable information is given about how to improve. It is effective during, immediately after and spaced after learning, and should be given when work is both correct and incorrect. Feedback should maximise pre-emptive teaching to prevent frequent errors and common misconceptions, provide the necessary information for **responsive** adjustment in teacher instruction, and should address knowledge gaps by providing detailed information about the learner’s performance relative to learning goals.

The greatest impact of feedback comes when it is:

- Timely
- Frequent
- Acted on

Different methods of feedback are effective and therefore should not be limited to any one form. The type of feedback should be determined by the teacher and chosen depending on context, appropriateness, and workload.



*“There’s always a teaching-learning gap. Just because we’ve taught it, it doesn’t mean pupils have learned it. The best teachers close the teaching-learning gap so that their pupils learn – and remember rather than forget – what they are being taught.”*

*Joe Kirby*

## LIVE / RESPONSIVE

**Obtaining feedback from students frequently, ensures the lesson is progressing appropriately, instruction is of high quality, and misconceptions/misunderstandings are not present.**

**Circulate** (TLAC technique 25) - Strategic circulation (**Hunting not Fishing**), providing feedback and immediate intervention. Hunt for the productive answers that will move the conversation in a productive direction as you circulate.

**Active Observation** (TLAC technique 9) – deciding intentionally what to look for and maintaining discipline in looking for what you have prioritised. Actively monitor student work, noting students who have the wrong answers. Identification of common misconceptions/errors addressed using a visualiser for show call or, for whole class feedback.

**Checks for understanding** - Mini-Whiteboards should be used routinely and regularly to check for whole-class understanding before progressing through the content. Student responses should be obtained through a variety of techniques. Cold Calling, No Opt-out, and Call-and-Response should be used to track and probe understanding, identify knowledge gaps, and eradicate misunderstandings/misconceptions.

**Verbal** – Continuous, high-quality dialogue between the teacher and students. Verbal feedback is immediately acted upon, and their understanding is crucially re-checked. If common mistakes and misconceptions occur during circulation, stop the class and re-teach the aspect.

**Live book scans** - should take place each term for all classes to encourage students to take pride in their work, check for SPAG, and identify any clear areas for development. Comments/ticks should be made against department criteria. This should take place during active observation.

## QUIZZING

**No/Low-stakes quizzing is an effective retrieval method that can make students aware of gaps in their memory and can highlight to the teacher any misconceptions or content that has not been committed to long-term memory.**

**Daily Do Now** – Retrieval questions at the start of each lesson. For optimal retrieval practice, students should be presented with a mixture of fact questions (multiple choice questions, short answer facts, true/false, recitation of quotes and facts, and creating lists) and higher order questions (deeper thinking, more complex tasks such as analysing, evaluating, elaborating, and explaining). Instant feedback is given through swift feedback and correction.

**Knowledge Experts** - Department assessments (summative) and low stakes quizzing (extended learning). HODs will nominate the pupils as 'knowledge experts' once per term. These pupils will be formally recognised in year group assemblies, and communication will be sent to parents and carers.

## WHOLE CLASS

**Providing feedback to the class enables immediate engagement with students' work, allowing precise, quick, detailed, and formative feedback.**

**WCF** - Feedback on strengths and improvements using a consistent subject/department template (at least once a half-term). WCF should be used to provide the class with timely, detailed, formative feedback. It should celebrate individual student success. This should be planned for and could be completed through circulation, book/booklet reviews, assessments, etc. Students should be allowed to act on the feedback and improve their work.

**Show call** (TLAC technique 13) – Completed with the whole class using the visualiser. Teacher narrates or students contribute and make improvement suggestions as a collective. Students instantly act on feedback through re-drafting their work, for example. Exemplar models can be used when appropriate. This can be used in conjunction with WCF to model examples of excellence.

**Diagnostic** – Intelligently designed multiple-choice questions to identify misconceptions.

**Call and Response** (TLAC technique 35) - The whole class responds aloud in unison to answer the question or repeat the phrase for emphasis or to help encode it in memory. It helps to increase memory building. Asking your class to answer or repeat in unison can also offer a change of pace that can expand participation and build energy and momentum.

## SELF

**This type of feedback should be carefully selected, pre-planned, and communicated clearly. It should be chosen only to support students' learning and not hinder their progress.**

**Judgement** - Self-evaluation using checklist criteria of paragraphs, with teacher guidance and support.

**Marking** - Self-checking answers, correcting mistakes from a mark scheme, model exemplar or knowledge organiser, with teacher guidance and support.

**Knowledge organisers** - Students learn and memorise the foundational knowledge to embed in long-term memory. They can use the 'Look/Cover/Write/Check' technique.

**Self-quizzing** - Students create flashcards (preferably throughout lessons, identifying knowledge gaps through quizzing, etc.) and use the Leitner method (varied frequency dependent on recall) to study at home. Web/app-based systems such as Seneca, Sparx, Language Nut, and Quizlet can also support further study at home.

## WRITTEN

Written feedback should only be given if it is purposeful, specific, time-efficient, and will benefit students above other forms of feedback. Written teacher feedback should be in red pen for students to distinguish from their marking and corrections (green pen).

**Marking codes (amend as required)** – consistent subject codes to reduce time and workload. When required, support students by accompanying codes with verbal support/prompts/guidance on how to complete this successfully.

✓	<b>Good point</b>	Remember to look at what you are doing well.
<b>Sp</b>	<b>Spelling mistake</b>	Find the word that you have spelt wrong. If you can't correct it yourself, use a dictionary or ask a friend.
<b>P</b>	<b>Missing or wrong punctuation</b>	Check: full stops, commas, question marks, exclamation marks, speech marks, apostrophes, semi colons, colons.
<b>C</b>	<b>Incorrect capital letter</b>	Remember that capital letters are only needed at the start of your sentences and for proper nouns (names and places).
//	<b>New paragraph</b>	Remember TiPToP – change paragraph when you talk about a different time, place, topic or person.
^	<b>Missing word or words</b>	Reread your work and see what is missing. Does it make sense?
?	<b>Unclear</b>	Does your writing make sense? Have you explained yourself? Have you written in full sentences? Is it clear what the question was?
<b>WW</b>	<b>Wrong word</b>	Try checking if you've used the wrong homophones (e.g. there, their, they're) or word ending.
<b>T</b>	<b>Wrong Tense</b>	Essays are written in the present tense, stories normally in the past and descriptions in either – but only use one or the other.
<b>V</b>	<b>Improve your vocabulary</b>	Use a thesaurus to try to find a better synonym.

**Precise targets** – Avoid generic statements/targets. Student progress is increased if targets are specific and actionable. For example... **(insert subject specific example (s))**.

**Time** – plan specific time for written comments to be addressed and actioned. Students are unlikely to benefit if they have not had the opportunity to consider and respond to the feedback.

## SUMMATIVE

**Maximising the information, we receive from summative assessments, and determining our intended actions, is crucial since our curriculum time is limited. It is vital that identified problematic areas are not only retaught but continue to be retrieved since “...re-studying improves retention in the short-term, but retrieval practice benefits learning in the long-term (e.g., Roediger & Karpicke, 2006b).”**

**Summative assessments will take place a minimum of three times per academic year for all year groups.**

**Results** – Since the impact of marking is reduced once a grade is issued, percentages, marks or grades are not given or released to students until after the assessment(s) have been reviewed.

**Exam paper review** – Considering what we know about cognitive overload, learning time should not be used to go through entire exam papers. Teachers can provide exam paper/mock feedback in the following ways:

**WCF** - of mistakes students are making. Draw attention to those questions where multiple students were making mistakes, drawing out misconceptions and reteaching.

**Re-Teaching** - Identify a small, select number of key areas requiring full re-teaching, spend lesson time re-teaching, and provide shadow questions for students to try.

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