

## FEEDBACK POLICY

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SLT Responsible	Deputy Headteacher
Signature of Chair	
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## **Rationale**

Providing feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most cost-effective ways of improving students' learning. The studies of feedback reviewed by the Education Endowment Foundation found the provision of high-quality feedback leads to significant progress over the course of a year. Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Teachers regularly assess the progression of students to identify and reduce the gaps in their learning. A range of feedback strategies are used that recognise success and which enable students to be reflective and share a dialogue of growth. Accurate assessment is used regularly to support planning and student progress. Teachers effectively utilise a broad range of assessment opportunities within and beyond the lesson, choosing the most appropriate assessment method for each situation.

The primary purpose of all assessment that takes place at Fearnhill, aside from final examinations for external qualifications, should be to support students in improving their knowledge, skills and understanding in relation to the school's curriculum. Students are assessed through formal tests at set points in the school year but are also informally assessed in most lessons. As a result of these processes, students can clearly identify and articulate what knowledge, attitudes, skills and understanding they need to develop to make the next steps in their learning, and to progress even further.

The most helpful feedback gives students clarity on how they can improve and creates opportunities for them to respond and demonstrate progress. Marking of student work has been identified as one of the biggest contributors to teacher workload in the UK despite there being limited evidence of the beneficial impacts of written marking. Therefore, teachers must make good use of the full range of feedback strategies to help students make good progress.

*This policy should be read in conjunction with the Assessment, Recording and Reporting, Teaching & Learning and Literacy policies.*

## **Policy Aims**

Effective feedback is essential if students are going to achieve as well as possible. The aims of this policy are:

- To ensure all students receive timely and precise feedback which helps them to embed knowledge and use it more fluently.
- To promote the use of effective feedback strategies that do not place unnecessary burdens on teachers or students.
- To outline the expected frequency of assessment and feedback across the school.

## **Types of feedback**

### Verbal feedback

This is the most frequent form of feedback. It is immediate and leads to student action. Verbal feedback is also highly specific and can be targeted towards individuals, groups or the whole class. Verbal feedback is not typically planned but comes in response to emerging needs during a lesson.

Verbal feedback is an integral part of all normal lessons. Teachers will aim to provide feedback that is specific, accurate and clear. It will also highlight how a student has improved rather than simply highlighting errors.<sup>[1]</sup>

### Peer feedback and self-assessment

Peer feedback and self-assessment have been shown to be surprisingly effective for supporting students' learning. In the case of peer assessment, both the process of having work assessed by a peer and providing feedback for a peer have educational benefits provided students have been well trained. Teachers must carefully plan and model how they will support students to provide peer feedback or self-assess their work. It is up to teachers and departments to decide how frequently they use peer feedback and self-assessment within lessons. Peer and self-assessment will often be used for monitoring and reviewing homework.<sup>[2]</sup>

### Group feedback

It is often the case that an assessment will identify gaps in the knowledge and/or skills of all students in the class. In this case providing feedback to each individual student is very time-consuming and ineffective. Instead teachers can identify errors, re-teach these ideas and re-model the curriculum. Group feedback will often be used after formal tests and students should record evidence of how their knowledge/skills have improved.<sup>[3]</sup>

### Written feedback

Written feedback will vary between subjects and key stages. This is because effective written feedback is very different depending on the subject being assessed. Specific details of written feedback will be outlined in departmental marking policies. Written feedback will identify strengths using WWW (what went well) and required improvements using EBI (even better if). Students will always respond to written feedback in writing.<sup>[4]</sup>

## **Frequency of feedback**

Students will receive some form of feedback every lesson. Students will complete key assessed tasks in their feedback books. The recommended frequency of assessment in feedback books is outlined in Table 1.

Lessons per fortnight	No of assessments per year
7	10-15 (10 in exam year)
6	9-12 (8)
5	7-10 (7)
4	6-8
3	5-6
2	3-4
1	2

Students will be scored on at least half of these assessments. They will receive feedback on all work in their feedback books and written evidence of student response to feedback will be clear for every assessment. Feedback will focus on improving students' knowledge, skills and understanding not just - or necessarily at all - on improving the work.

In subjects where students are not assessed on their written work, they will receive little or no written feedback. This includes PE, drama, food technology, music and ICT at Key Stage 3, and core PE and PSHCE at Key Stage 4.

### **Feedback books**

Most student work in their exercise books will not be marked in depth. Key pieces of assessed work will be recorded in subject feedback books in line with departmental feedback policies. The assessed work will demonstrate how each student's understanding of the curriculum is developing. All student work in feedback books will be accompanied with feedback and an opportunity for a student to demonstrate that they have improved their knowledge and/or skills as a result of the feedback. In the same way that teachers are expected to provide timely and constructive feedback, students are expected to take extra pride in the quality of work they produce and to engage thoughtfully with the feedback they receive.

Where students have received feedback, they should respond demonstrating an improvement in their understanding. This may require re-teaching or other additional support from the teacher. It is best practice for students to demonstrate this improvement by completing a separate task rather than editing the original piece of work.

### **Departmental feedback policies**

Good assessment and feedback practice vary depending on the subject. Therefore, each subject area has its own assessment and feedback policy. Departmental feedback policies will outline what form assessment takes and how feedback will be given within each subject area. Departmental feedback policies should clearly support the school feedback policy.

### **Aims of Feedback**

To help students make progress;

To provide strategies for students to improve;

- To give students dedicated time to reflect and make improvements;
- To inform planning and curriculum development;
- To promote dialogue between students and their teacher;
- To promote high standards of literacy as outlined in the Literacy policy.

### **Monitoring and Evaluation**

Monitoring and evaluation of feedback is the responsibility of the Assistant Headteacher (Teaching & Learning). Teachers bear responsibility for the overall quality of work and feedback in feedback books. Heads of faculty and Heads of subject are responsible for the quality of feedback in their areas. Heads of Faculty and Line Managers will meet regularly to review feedback books to help them judge how well the curriculum has been understood by students. Monitoring should focus on the impact feedback is having on student progress. This policy will be reviewed after two years.

### **References**

- [1] <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>
- [2] <https://link.springer.com/article/10.1007%2Fs10648-019-09510-3#Sec51>
- [3] <https://blog.nomoremarking.com/whole-class-feedback-saviour-or-fad-5c54c463a4d0?gi=43400b4c4caa>
- [4] [https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf)