



St. Mary's Catholic Academy

Feedback Policy

MISSION STATEMENT

St. Mary's is a caring faith community based on the teachings of Christ.

Our mission is to provide an outstanding whole person education through which all are challenged to grow in wisdom, understanding self-esteem and closeness to God.

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Adopted:	Autumn Term 2016
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FEEDBACK POLICY

St Mary's Catholic Academy recognises that a large proportion of assessment and subsequent feedback will happen through the DAFITAL process in relation to the marking of interim assessments as set out in the BEBCMAT Teaching, Assessment and Learning Policy. This policy sets out the process for providing feedback which will supplement this assessment. It does not cover work that is assessed and may be submitted to examination boards as part of a sample for moderation. These pieces of work must comply with examination board requirements.

Where teachers share a class they should both contribute, proportionally, to the use of feedback to pupils' to promote their learning.

WE BELIEVE:

- ✓ Outstanding teaching, which uses high impact proven teaching methodologies, including teachers actively using assessment and marking to guide pupils on their learning journeys, can unlock and develop pupils' potential.
- ✓ Feedback and marking is for the purpose of improving pupil's learning and to improve teaching.
- ✓ Feedback delivered closest to the point of learning is most effective and feedback provided in lessons is more effective than comments written at a later date.
- ✓ Feedback is provided to both teachers and pupils as part of the learning process in the classroom by a variety of methods, not just in written comments.
- ✓ High challenge and expectations (see SOLO Taxonomy), clear goal setting with clarity around success criteria and feed up, feedback and feed forward are all essential elements of ensuring that pupils maximise their potential.
- ✓ Formative assessment and providing feedback has a greater impact on learning than any other type of assessment or marking.
- ✓ Marking and assessment can help teachers diagnose strengths and areas for development in learning programmes and their own pedagogical approaches through the DAFITAL process.

This policy should be read in conjunction with the [BEBCMAT Teaching, Assessment and Learning Policy](#).

RATIONALE

Feedback

- Must support teaching and promote learning.
- Must help close the learning gap between current and expected learning.
- Must be meaningful and manageable.
- Must raise aspiration and encourage pupils to work hard.

This policy has as its foundation the work of the [Education Endowment Foundation toolkit](#) (EEF toolkit) which shows that feedback has a large impact in terms of improving pupil progression and with little cost.

EEF research suggests that feedback should be:

- specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");

- encourage and support further effort and be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell pupils when they are wrong;
- be supported with effective professional development for teachers.

Types of Feedback:

The following acts as a broad guideline for the types of feedback in use at St Mary’s Catholic Academy and where to look for them:

	Type of feedback:	What it looks like:	Evidenced in:
Most Frequent ↑ ↓ Least Frequent	Minute by minute	<ul style="list-style-type: none"> • Happens throughout the lesson. • Teacher gathering evidence, mini whiteboards, kahoot, quiz etc. • Feedback to individuals or groups. • Verbally with immediate response • May redirect teaching or learning journey in lesson. • Could involve immediate use of marking code e.g. literacy correction. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Annotation/marketing code in books. • Improvements to work through editing or further work <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> NOTE: minute by minute feedback is ephemeral in nature and teachers should not seek to capture it artificially. </div>
	Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Feedback to groups or whole class. • Evaluates learning in the lesson. • May involve self or peer assessment against criteria. • May guide next steps or use of review feedback. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Evident either pre or post lesson work in books. • Peer and self-review in books.
	Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written annotations. • Allows teacher to assess understanding. • Leads to adaptation of future lessons, including through DAFITAL. • Read & Reteach 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and evidence of responses. • Adaptations to teaching and planning through DAFITAL

Table 1: Types of feedback in use at St Mary’s Catholic Academy

MAIN PRINCIPLES

St Mary’s Catholic Academy recognises that requirements for feedback will vary from subject to subject. It is anticipated that examples of minute by minute feedback and summary feedback will be evident in lessons, through pupil voice and in pupil’s work across the Academy in a variety of forms dependent upon the subject area. It is also acknowledged that a range of review feedback strategies will be used across different subjects. The policy seeks to set out the main principles for review feedback which will be expected to be met within each department’s feedback and assessment plans.

1. Each department will develop and publish a feedback and assessment plan detailing their own best practice and expectations for feedback, marking and assessment within their subject. This must

meet the overall requirements as set out in this policy. A copy of the feedback and assessment plan must be shared with the Departments senior line manager prior to the end of the first September training day each year.

2. Each Department will produce an assessment calendar including dates of interim assessments and a DAFITAL meeting schedule for the academic year. A copy of the calendar must be shared with the Departments senior line manager prior to the end of the first September training day each year. This calendar must meet the expectations of the [BEBCMAT Teaching, Assessment and Learning policy](#).
3. Feedback should satisfy the following Academy expectations:
 - a. *Frequency of feedback:* For meaningful learning and progress pupils need regular feedback throughout each lesson as set out in table 1. Heads of Department will decide in consultation with their Senior Line Manager a reasonable expectation as to the frequency with which books will be checked and review feedback given. This will be communicated with members of their department at the start of the year as part of Departmental documentation.
 - b. *Success criteria:* For a piece of work to be given review feedback there must have been a clear set of extensive and challenging success criteria shared with pupils prior to the work completion.
 - c. *Learner response:* There should be evidence of pupils responding to feedback throughout pupils work. This may be in response to minute by minute advice given during lessons time; summary feedback at the start or end of a lesson; literacy or numeracy feedback and review feedback. This may take place during dedicated improvement and review time (DIRT) and should be evident in their work. Some examples of learner responses to review feedback can be found in Appendix A.
 - d. *Encouraging a positive growth mind-set:*
When giving any form of feedback staff should be mindful of encouraging and praising hard work and effort and encouraging resilience and a determination to grow in pupils. Appendix C gives some suggested strategies to help in this area. Departments will focus on introducing two main strategies during the academic year for staff to try using in their feedback to pupils.
 - e. *Presentation:* Pupils are expected to take pride in their work and give it their best effort in relation to their ability. As a general rule each section of new work should have the date and a clear title underlined with a ruler. In most cases Diagrams should be drawn using a pencil and ruler Pupils should be given presentation feedback minute by minute in lessons.
 - f. *Literacy:* Literacy issues should be highlighted using the marking code in appendix B at regular intervals particularly where pupils use extended writing and throughout any review feedback formative assessment pieces. Pupils should be expected to correct issues which have been highlighted.
 - g. *Numeracy:* Numeracy issues should be highlighted where required across subjects and pupils expected to correct their errors. This should be compliant with the Academy's calculations policy.

Developing and monitoring feedback.

St Mary's is committed to developing the quality of learning and ensuring staff are given opportunities to reflect and develop their practice. As part of the DAFITAL process set out in the BEBCMAT Teaching, Learning and Assessment policy, staff are given opportunities to discuss and develop their pedagogy and planning in response to data from assessments broken down into milestones. This represents an opportunity to discuss how feedback is used to enhance learning opportunities. The provision of additional DAFITAL time for departments will ensure that time is

available to discuss the development of pedagogy and schemes of learning alongside feedback. Additionally this will provide a vehicle to ensure that feedback is being carried out in line with the requirements set out in this policy and in departmental guidance.

1. Feedback will form part of discussions at DAFITAL meetings. This will allow the development and planning of assessment so that feedback is highly effective and allows pupils to progress in their learning.
2. Teachers will be asked to bring a representative sample of 5 books, to include PP, SEND and Red, Amber, Green, Gold progress, as directed by the Head of Department from the class(es) being discussed at the DAFITAL meeting. This will form the basis of discussions around developing the use of feedback and assessment and to check compliance with departmental and policy requirements.
3. Books should be reviewed against the agreed expectations for frequency, presentation, literacy, numeracy and review feedback.
4. DAFITAL reviewers should highlight best practice and provide feedback and support in the relevant section of the DAFITAL form.
5. HODs should initial and date the books / work sampled to show that it has been reviewed.
6. SLT will discuss the development of feedback as part of their line management meetings with HODS and look at evidence of the review process.
7. The Senior Leadership Team will look at marking in general as a “temperature check” during the published pupil voice survey times. Senior Line Managers and Head of Department will drop into a series of lessons to quality assure the Departments DAFITAL review process.

Appendix A: Examples of review feedback and learner response.

Review feedback can be given in a number of ways, often in relation to what works well for a particular subject. All work which has review feedback should have associated with it:

- Success criteria which are at the correct level of challenge and breadth for the particular class based on age and ability.
- Evidence of a learner response.

The following are a series of examples of review feedback examples

Check, review, reteach

A teacher checks through pupils work at the end of a lesson or unit of work. Areas of misunderstanding are apparent and these areas are retaught in a subsequent lesson. It is clear from pupils work in a title or the nature of the work completed that review and reteach has taken place.

Yellow box marking:

Do this! → Yellow Box



The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

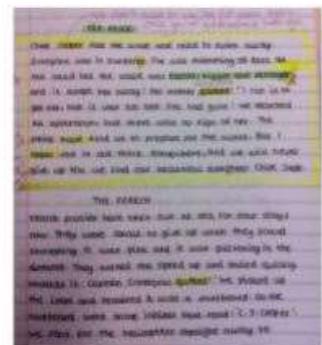


Image courtesy of @teachertoolkit

The teacher draws a yellow box around a section of work and gives feedback on what can be improved using www and ebi. The pupil responds during DIRT time by improving this area of their work.

Learning conversation:

A pupil completes a piece of work, usually to a high standard. The teacher poses a question which requires further research and input from the pupil or sets a set of extra questions for the pupil to try to extend their learning.

Appendix B: Literacy marking code

Punctuation	<i>Put a P in the margin to indicate the area where the mistake is. For Pupils with additional needs the part of the text where the issue is, should be underlined and the type of punctuation noted next to the P e.g. P! or P'</i>
P	I went to the shops to buy some new clothes for my holiday I forgot my purse!
	Here there should be a full stop or semi-colon.
P	I went to the shops to buy some new clothes for my holiday, I forgot my purse!
	Here a comma has been used when it should be a full -stop.
Spelling	
sp	<i>Put sp in the margin near to where the issue is located. For pupils with additional</i>
	<i>needs circle the misspelled word</i>
	In America, the whether is usually pretty hot in August!
Grammar	
G	<i>For a sentence which doesn't make sense, or for poor grammar, write a G adjacent to</i>
	<i>where the phrase which is confusing/doesn't make sense/grammatically incorrect is</i>
	<i>located. It may be the pupil has missed words out, it is just awkward expression, the</i>
	<i>wrong tense has been used etc.</i>
	We was going to the shops the other day and it cold got too windy and wet.

These questions could be used in both written and oral feedback

eduroptia from Rebecca Alber #iplearns

5 Simple Questions

Student voice in a classroom is a powerful tool of engagement. But to create that culture of student inquiry, good questions are essential. Here are 5 good ones, useful at any time, in any lesson.

"Share with a neighbor before sharing with me."

"What do you think?"
Best used after a statement, prediction, conclusion, or observation. Students will often need for us to provide clarity on what we mean by *"What do you think?"* Ironically, the simplicity might confuse them.

Push students to provide more depth and reason for their answers.

"Why do you think that?"

"How do you know this?"
When this question is asked, students can make connections to their ideas and thoughts with things they've experienced, read and have seen.

This question challenges students to extend their thinking and share further evidence for their ideas.

"Can you tell me more?"

"What questions do you still have?"
Questions like this require patience - wait time, but also time for students to get used to asking questions, not just answering them.

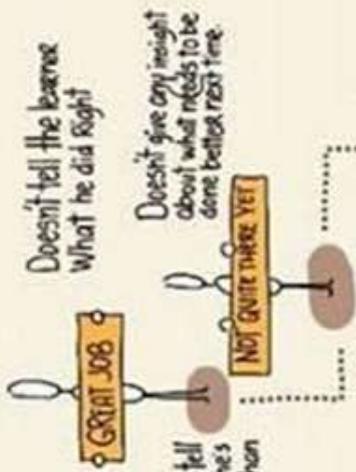
Brevity is a part of why these are *simple, yet powerful* questions. They require students to provide the weight, depth and complexity to a conversation.

5 Research-Based TIPS for providing students with MEANINGFUL FEEDBACK

by: Marianne Stenger
Edtopia, Org

Source: www.edtopia.org/blog
Visual Notes by: @Rebezunga 08.29.2014

1 Be as specific as possible:



“Providing students with meaningful feedback can greatly enhance LEARNING and improve student achievement.”

It's also helpful to tell the learners what he's doing differently than before.

Address the learner's Advancement toward a goal:

1 Taking time to provide learners with information on what exactly they did well, and what may still need improvement.

“Effective feedback is most often oriented around a specific achievement that students are (or should be) working toward.”

2 The sooner the better:

Feedback is most effective when it is given immediately rather than a few days, weeks or months down the line.

5 Involve learners in the Process:

Students must be given access to information about their performance.

4 Present feedback Carefully:

Situations in which feedback could be counterproductive:

- When learner feels too strictly monitored.

When learners interpret feedback as an attempt to control them.

When learners feel an uncomfortable sense of competition.

Explain the purpose of any monitoring. Feedback is meant to help them to compete against their own personal bests.

Delayed VS Immediate

University of MINNESOTA

Students were able to comprehend the medical

Performance

Growth Mindset written feedback

When they struggled despite effort

- * Ok, you may have struggled with this, but see that as an opportunity to learn from it
- * I expect you to make mistakes. It's the kinds of mistakes you make that show me how to support you.
- * You might be struggling with this, but you are making progress in your learning. I can see your development in....
- * You can do it. It's tough, but you can. Let's see if we can break it down into easier steps together.
- * I admire your persistence and appreciate your effort and hard work. It will pay off.
- * Of course it's tough. If it was easy, would you be learning anything from it?
- * It's not easy because school is here to makes our brains stronger!
- * If it were easy – they wouldn't call it learning!

When they have not reached their target grade and need strategies to improve

- * How did you prepare for this? Could you do anything differently next time?
- * What can be some strategies to figure this out?
- * What additional information would help you answer this question in more detail?
- * How could you improve (the accuracy of) this section/paragraph/sentence/word/logic/description/problem.
- * Here is some new information to help you solve this....
- * Here are some strategies to figure this out...
- * 'Revise this so you can move it from temporary storage to your long-term memory. What might help you to remember it?
- * Write a plan that will help you to improve your answers in the next milestone assessment

When you want them to think about their learning journey

- * What made you come to this conclusion?
- * What would you do differently next time?
- * What did you learn from this work?
- * What evidence supports that?

When you want to push them further

- * What question(s) do you have?
- * What is your plan for practicing and/or learning this topic?
- * How did you know that your answer was right?
- * How would you explain this task to someone else? What advice would you give?
- * Describe your process for completing this task.

When their effort is low

- * This has nothing to do with how smart you are; it has to do with how hard you are working.
- * Do you believe you can succeed at this and improve your answer? Because I believe you can. What do you think might help?
- * You can do better than this, it's challenging but you can. Do you agree? Why/ why not?
- * You must continue to try, even if you make mistakes.

When they succeed with effort

- * I can see you really enjoyed learning _____.
- * You found this difficult at time and you didn't quit! Well done!
- * Your enthusiasm for this topic is quite obvious.
- * Your hard work is clearly evident in your project/essay/assignment.
- * Brilliant, you kept working until you got an answer!
- * I am so proud of you for not giving up.
- * All that hard work paid off!
- * How have your mistakes helped you to learn?

When they succeed without effort

- * It's great that you have mastered this topic. Now we need to find something a bit more challenging so you can grow
- * It looks like your skills weren't really challenged by this assessment. Sorry for wasting your time!
- * I don't want you to be bored because you're not challenging yourself
- * You're ready for something more difficult
- * What skills would you like to work on next?
- * What topic would you like to learn more about next?

Learning continuum

A learning continuum can help the pupils to self-assess and is a useful assessment tool

Generic Learning Continuum

Colour in the arrow, up to the statement which best describes your current understanding.

	I'm so confident - I could explain this to someone else!
	I can get to the right answer but I don't understand well enough to explain it yet.
	I understand some of this but I don't understand all of it yet.
	I tried hard and I listened but I am finding this challenging. I will make sure that I get help with this next lesson.
	I do not understand any of this yet. There are things I could do to be a better learner next lesson.

Causes of WW1 Learning continuum

Colour in the arrow, up to the statement which best describes your understanding

	I understand the main causes of WW1. I can give reasons why historians might say that the assassination of Franz Ferdinand was the cause of the war. I can also argue against this view and explain the theories to someone else.
	I understand some of the causes of WW1 but I don't understand them well enough to explain them to others yet
	I understand at least one cause of the war. I need to look again at my notes over half term in order to understand it fully
	I tried hard and listened but I am finding this challenging. I will make sure that I do some extra research over half term.
	I do not understand any of this yet. There are things I could do to be a better learner next lesson

Learning continuum exemplar

in conclusion
I think that Austria-Hungary and Germany were to blame for starting WW1 because if Germany hadn't given Austria-Hungary a blank check they may not have declared war because they wouldn't be able to win by themselves. Austria-Hungary shouldn't have declared war on Serbia they should have had a punishment but not a war.

W11 An impressive level of both knowledge and understanding

etc why do some believe Britain were to blame?

Colour in the arrow, up to the statement which best describes your understanding

	I understand the main causes of WW1. I can give reasons why historians might say that the assassination of Franz Ferdinand was the cause of the war. I can also argue against this view and explain the theories to someone else.
	I understand some of the causes of WW1 but I don't understand them well enough to explain them to others yet
	I understand at least one cause of the war. I need to look again at my notes over half term in order to understand it fully
	I tried hard and listened but I am finding this challenging. I will make sure that I do some extra research over half term.
	I do not understand any of this yet. There are things I could do to be a better learner next lesson

Now I would like to find out more about WW1 (casualties etc). I would also like to find out more about why people say UK was to blame.

Excellent, reflective learning

Question

I would ask the WW1 leaders of Germany why they gave Austria-Hungary a blank check?
I would ask the WW1 leaders of Britain why did they decide to protect Belgium?
I would ask the WW1 leaders of Russia Did they like having allies?