Haygrove School
Feedback
Policy 2017

Our aims:

Feedback should serve a single purpose – to **advance student progress**.
It should therefore be:

(1) **Meaningful**
(2) **Manageable**
(3) **Motivational**

(1) Meaningful: Teachers are encouraged and trusted to incorporate the outcomes of reviewing student learning into subsequent planning and teaching.

What does this look like in practice?

Teacher feedback for Core subjects (English, Maths & Science):

- A minimum of 3 feedback checks should happen each half term (at least one of which will be an assessment check). The feedback should enable students to see if they are progressing and actions they need to take to improve their progress. The feedback must be dated & initialled. For core subjects that may be on average every 2 weeks.

Teacher feedback for Foundation subjects:

- A minimum of 2 feedback checks should happen each half term (at least one of which will be an assessment check). The feedback should enable students to see if they are progressing and actions they need to take to improve their progress. The feedback must be dated & initialled. For foundation subjects that may be on average every 3-4 weeks.

Assessment (summative) feedback:

- Teacher feedback of assessments/ end of unit tests must be acknowledged and this will usually take place at least once a half term. Teacher feedback should be clearly connected to the success criteria (usually linked to mark schemes) provided prior to completing an assessment. The feedback should enable a student to see What Went Well (WWW) and

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allow them to understand what they need to do to improve their work by setting an Even Better If (EBI) challenge in order to move their progress on by closing a learning gap identified or to excel their learning when all criteria has been met. The feedback must be dated & initialled. ***For EBI ideas see page 6.***

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(2) <u>Manageable:</u> Feedback is a key indicator in lesson planning. Therefore feedback practices must enable staff to review learning and support progress in a timely and efficient way that reduces/limits excessive workload.

What does this look like in practice?

Regular teacher feedback checks are likely to involve a mixture of these elements:

- *Use of feedback Codes.*
- *Comment based feedback (written or sticker comments). This feedback can use the WWW/EBI method although this is not a requirement.*
- *Posing a question/ action/challenge for a student based upon previous learning.*
- *Verbal feedback (comments made by a member of staff and noted down by a student).*

Teacher feedback of assessments/ end of unit tests:

- *This could be achieved by providing a success criteria / mark scheme tick sheet, in which the teacher can tick off the strengths (WWWs) and create an EBI challenge. **OR** in some subject areas a clearly coded personalised learning checklist (PLC) may be more appropriate. Again the PLC should clearly show the WWW and highlight an EBI to work on. **For EBI ideas see page 6.***

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(3) Motivating: Students need to see what they have done well but also what they need to do to advance. Indeed, as indicated previously this does not require the teacher having to write highly detailed in depth comments, as this can be hugely demanding on teacher time. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work**.** Therefore, students are expected to participate actively in the feedback process daily.

What does this look like in practice?

Student feedback/actions:
- *Students show each lesson their Level of Understanding and ATL using green pen*
- *Students ensure corrections/development from regular teacher feedback is undertaken- perhaps as starters/plenaries or HW.*
- *Students work on EBI challenges set by staff (these will usually be in response to assessment outcomes)- perhaps as starters/plenaries or HW.*

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- *Students are responsible for noting down the type of assessment e.g. peer/self.*
- *Students are responsible for noting down verbal feedback provided by a member of staff.*
- *Students should still be encouraged to carry out self and peer assessment using the WWW/EBI model.*

Feedback Codes:	
✓	*You have successfully completed this challenge/your answer is correct.*
✗	*You have not yet successfully complete this challenge/ your answer is incorrect.*
SP (Haygrve)	*This spelling error needs to be corrected.*
C	*A capital letter is needed. This needs to be corrected.*
T	*The tense used is not yet correct. This needs to be corrected.*
P	*Punctuation is missing or has been used incorrectly. This needs to be corrected.*
//	*A new paragraph should have been created here. Remember this for next time.*
?	*This doesn't make sense to me. Try again please.*
→	*Develop this idea further with specific examples.*
(!)	*This challenge is incomplete. This must be completed.*
RD	*This challenge needs to re-drafted/attempted again.*
AF	*Agreement with student feedback- I agree with your self / peer feedback*
HP	*House Point awarded via E-praise.*
WWW	*What went well*
EBI	*Even better if*

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Student Feedback Codes

U - / +	**Your Level of Understanding:** How confident are feeling about your learning today? **-** = **Not Yet:** I really don't feel very confident. **/** = **Good:** I'm feeling more confident. **+** = **Excellent:** I'm feeling very confident.

ATL A-E

My Attitude to Learning:

GRADE A:

- *My attitude towards learning is of the highest standard.*
- *I complete all tasks as required (classwork & homework)*
- *I make a positive contribution consistently to learning in class.*

GRADE B:

- *My attitude towards learning is good.*
- *I complete all tasks as required (classwork & homework)*
- *I am starting to make a positive contribution to learning in class.*

GRADE C:

- *My attitude towards learning is acceptable.*
- *I complete most tasks as required (classwork & homework)*
- *I need to make a greater positive contribution to learning in class.*

GRADE D:

- *My attitude towards learning is not acceptable, for example I might sometimes disrupt the learning of others.*
- *I complete some tasks as required (classwork & homework)*
- *I need to make a greater positive contribution to learning in class.*

GRADE E:

- *My attitude towards learning is not acceptable. I consistently disrupt the learning of others around me.*
- *I make no effort to complete tasks as required (classwork & homework)*
- *I need to make a greater positive contribution to learning in class.*

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Example of Assessment feedback tick sheet:

Write an account of why the Normans won the Battle of Hastings

	AO 1: demonstrate knowledge and understanding of key features and characteristics of the periods of history you study	AO 2: explain and analyse historical events and periods using second-order concepts: cause, consequence, change, continuity, similarity, difference, significance
1	You can recall some facts, describe people, events and places in the past.	You can list examples of second-order concepts.
2	You describe accurately different people, events and periods. You begin to make simple comparisons. You can sequence events in History. You can be independent in your learning and thinking. ☺	You are able to describe events in the past and second-order concepts. You identify positives and negatives or different arguments. ☺
3	You explain accurately different features people, and sequences of events. You begin to make links between events and actions in the past and you use specific facts and detail in your work. You begin to apply independent learning and thinking in your work.	You are able to explain events in the past and second-order concepts. You explain positives and negatives or different arguments.

WWW: ☺

EBI:

Assessment Feedback:

This is a feedback sheet that is glued in, although a sticker could be used.

Here a mark-scheme has been developed to form success criteria.

The student's strengths are identified with the happy face.

The space for the EBI is there to identify one action area for the student to improve.

A PLC could be glued into books after an assessment to show WWW / EBI

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EBI Ideas:
Rather than attempting to devise 32 individual EBI questions or challenges for your class, think about how you can group together like work. For example aim to sort work into lower middle and top and devise 3 questions or challenges to support.

For example:
- *Re-draft a paragraph but this time include at least 3 similes*
- *Imagine you are teaching this topic to a year 5 student how would you teach it to them?*
- *This is an area you found challenging. Complete the question again using the guide sheet.*
- *Summarise your learning in a Tweet.*
- *Which part of your learning did you find most challenging and how might you overcome these difficulties?*
- *Design a new way to present the significant parts of your learning e.g. a webpage, film or storyboard.*
- *What grade would you give this answer and why- Provide students with a teacher written answer and get them to mark it and give feedback.*
- *Turn the picture into a written paragraph.*
- *Turn the paragraph into a working drawing/model.*

Example of student feedback:

CW	What makes quality persuasive writing?	19 February 2017

U+

ATL: A

Beloved Coraline,

I am writing to you as your true mother. Your favourite mother. The only mother that truly cares about you. Every day that you are apart from me is an agony, a torment, an unbearable pain that sears my soul.

You do realise that you are being incredibly ungrateful. Deep down you must. Your other father and I would do anything for you. We would cook you utterly amazing meals, play exciting games and make every day an adventure! You would never want for anything again. It wouldn't take much, a few stitches and you'd feel a change immediately! What could be better?

PA – WWW   EBI

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