



**CORE**  
EDUCATION  
TRUST

## Feedback Policy

<b>Approved by:</b>		<b>Date:</b>
<b>Last reviewed:</b>	01 September 2023	
<b>Next review due by:</b>	01 September 2024	
<b>Monitoring &amp; Review</b>	LGB	

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### Our rationale

High quality subject curriculum provision and delivery is informed by how students learn best. Teachers need to spend a greater amount of time planning their curriculum delivery than marking as this has a greater impact on student learning.

Feedback should be regular, but not onerous, practice. We promote a professional approach to assessment and feedback – **teachers should select the best feedback method available** to impact positively on student learning and future performance.

Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and errors and the use of peer and / or self-assessment. There are many highly effective forms of assessment for learning and feedback and **teachers will utilise a variety of means to assess learning and provide feedback.** Feedback has many different forms and evidence bases and these should be considered in their entirety.

At Rockwood Academy a set of core principles guide assessment, these principles are listed below.

- Feedback should be to deepen and celebrate learning.
- Some feedback should be rapid, immediate and happen within the lesson.
- Feedback is high quality, not high quantity.
- Feedback happens when it is needed to promote learning, which triangulates against curriculum Medium Term Plans (MTP) and Long Term Plans (LTP).
- Marking students work is only one method of providing feedback and is only used when it promotes further learning.
- Written feedback is only used when necessary and meaningful to the learning process
- Marking less, does not mean looking at books less.
- Teachers have more time to review learning more often when feedback is used effectively.
- Feedback almost always requires students to do something to improve or develop their work.

- Students must spend longer on feedback activities than teachers do.
- Feedback is the information to plan effectively for future learning.

### Assessment, recording and reporting

Our Assessment, Recording and Reporting Policy focuses on meaningful marking. Subjects agree the tasks they will mark to check students' secure understanding of the intended learning. This makes marking both purposeful and manageable. We remove unnecessary marking and encourage all forms of teacher feedback to be closest to the point of action, preferably during the lesson.

It is important that assessment is effectively linked to planned schemes of work and sequences of lessons so that students are assessed on what we want them to know and understand and how secure their learning is over time.

### In the lesson

**Use of immediate feedback strategies.** These should be common practice and their usage will be evident in students' books due to improved work, student conversations about their lessons and observation of teaching over time. Strategies include:

- **Verbal Feedback** – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be **common practice in lessons**. There is no requirement to record when verbal feedback is given unless this will support the student in their future learning.
- **Live Marking** – this is a quick, **immediate feedback** methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.
- **Modelling and Exemplars** – focus the 'how to get there' of the end product showing students the process and construction. Students require **frequent modelling and examples** to understand what is expected in the process and construction of their work.
- **Peer and self-assessment** are **effective assessment for learning tools** and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable students to look at and learn from each other's work and the work of older students and experts.

### Using professional judgement as to when to mark

**A range of effective marking methodologies should be employed** and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes or all children – it does not.

- Teachers are encouraged to be selective, marking only that which will have a meaningful impact. **Each department will have its own approach relevant to the subject** including identifying agreed tasks in schemes of work which are meaningful to mark. This can be found in the departmental handbook for each curriculum area under ‘*marking and feedback*’.
- There is no requirement to tick every page of a student’s book as some work in a student’s book may not require acknowledgement. **Marking should be purposeful and selective.**
- **Student Response Time** should be built into lessons – this is time within a lesson to ensure students proofread, edit and enhance the work that is to be marked. This promotes an ethic of excellence and ensures students recognise the importance and value of marking. It also enables students to respond to feedback/guidance provided in class or after marking.

### **Whole Class Feedback sheets (Yellow Feedback Sheets)**

Whole class feedback does NOT mean one blanket task/outcome for all students. It also does not mean that the students’ books are never looked at. The method (Sherrington 2017):

- Take all your students’ books in and read through the work that you want to give feedback on.
- Instead of making marks in students’ books, make notes on the whole class feedback sheet (see examples below). This will form the basis of your whole class feedback.

### **The purpose of a whole class feedback session is to provide the following:**

- Re-teaching and correcting of common errors and areas of weakness
- Opportunity to correct misconceptions and gaps in learning
- Timely feedback
- Development of a student’s ability to self-assess
- Verbal feedback to whole class and individuals
- Time to reflect, consider and action next steps
- More effective teacher led feedback
- Feed into collaborative planning sessions to support further planning.

Teachers should regularly read the students’ written work and provide whole class lesson feedback.

Teaching staff are expected to provide a whole class yellow feedback sheet (YFS) to all students at least **twice per half term**. The YFS are constructed by the class teacher after a period of teaching (*approximately 6-8 lessons*).

It is essential for students to spend time reflecting on and action improvements.

The YFS also focus on common literacy/vocabulary errors which develop students' knowledge and understanding of key terminology and/or spelling.

The whole class feedback sheet must always be printed on **yellow paper** (this is ordered via department budgets); this is so that it can be easily distinguished from other class work.

Feedback sessions should be purposeful and students should be working on their own in silence. This time will also allow the teacher to circulate and provide individual feedback for identified students.

The YFS template is attached at the end of this document and examples of its application in various subjects.

**This strategy will dramatically reduce the time spend on feedback, and instead allow staff to plan more purposeful lessons.**

### **Written Feedback**

- No expectation that every piece of work students complete will receive written feedback. Especially work or notes completed as a class.
- Written feedback will identify the strengths and areas for improvement. Students should act upon these targets, which may be in their next piece of work.
- In subjects such as English, MfL or History, teachers only mark a significant piece of work in a timely manner per half-term. This allows teachers in these subjects to provide students with individual feedback for improvement on extended written tasks.
- Literacy marking codes are essential to support the whole school approach to raising levels of literacy attainment. To do this, teachers must use Rockwood literacy marking codes.

As an academy we are keen to embrace a sensible and realistic approach to workload and the marking burden. This does not mean that we have a “no marking” approach. As professionals, we are able to make the judgement about when a piece of work requires checking or marking; the identification of issues such as keywords, literacy and presentation issues are still very important to enable all students to continue to make progress.

### **Marking & Feedback Frequency**

Marking and feedback should be frequent enough to adapt teaching and plans in a timely manner. Teaching staff are expected to provide a whole class yellow feedback sheet (YFS) to all students at least **twice per half term** (this is approximately every 6-8 lessons).

## Making feedback – and your time – count

There are times when work should be marked. These are:

- **Corrections** - teachers identify where students are making misconceptions and both reshaping their teaching and providing feedback to address this. Corrections fall into two distinct areas which need the teacher's professional judgement to address them appropriately.
- **Mistakes** - something students can usually do correctly but on this occasion have not done so.
- **Misconceptions** - something the student has not mastered or has misunderstood i.e. an error in understanding. When misconceptions are repeated by several students in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. **Teachers use their professional judgement** to decide whether a whole class, small group or an individual approach is required to overcome the misconception.

### Marking for Literacy

Literacy is everyone's responsibility and must always be corrected, when giving written feedback. This includes:

- Incorrect spellings – the most important words should be marked for correction.
- Missing or unnecessary capital letters.
- Incorrect or missing punctuation.
- Grammatical or homophonic errors.
- Inappropriately informal phrasing or use of slang.
- Missing new paragraphs should be indicated.
- Missing words should be indicated.

Please see the literacy marking codes below:

Literacy Marking Code:

sp - spelling mistake

p – punctuation

gr – grammar mistake

// - new paragraph

cl - capital letter

^ - missing Word

As per our half-termly quality assurance schedule a book look will be conducted at departmental and whole school level to ensure students are receiving high quality meaningful feedback to move learning forward and close the achievement gap.