

Feedback for Learning Policy

Policy Version Control

Policy prepared by:	Mrs Sian Parsons
Responsible committee:	Local Governing Body
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Change Control

Date	Changes made	Agreed by	Authorised for use by	Date of review
27 th April	Timings of when learners require feedback. Stickers.			September 2016

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1.0 INTRODUCTION

- Staff will show that high-quality marking helps students make good or better progress;
- Frequent marking of students' learning will enable more personalised planning of learning to take place.

According to research undertaken by the EEF and the Sutton Trust, effective feedback can add 8 months of progress for a student. At Endeavour, we believe that students should be empowered to identify their own progress against their personalised learning outcomes, as well as be able to be given feedback from other members of the academy community within every lesson.

It is therefore crucial that effective and rigorous assessment and feedback are planned for and instigated regularly within the academy across all subjects. Teachers will plan for assessment to be built in to their lesson plans, they will plan for formative and summative styles of assessment to take place within individual lessons, across a series of lessons and the whole academic year. We recognise the importance of instantaneous feedback, as well as deeper feedback with time allowed for reflection, which is why both are written into this policy.

1.1 Students will receive:

Regular feedback from their teachers every 8-10 lessons, which enables them to highlight their successes and how they can improve, so they can maintain their learning journey.

By:

- Marking of key pieces of learning (identified in the assessment overviews), which will help them identify skill and knowledge development as well as next steps;
- Opportunities to reflect upon this feedback using student response stickers and red pen reflection in a way which allows them to ask questions and clarify errors so that they can show they understand how they can make progress;
- Verbal feedback from teachers, classroom assistants, form tutors and AHOH's.

1.2 Teachers should:

Have a reasonable workload which also facilitates students learning and allows them to make progress.

We can do this by:

- Using regular meetings to plan assessments and moderate students learning;
- Regular and effective QA which works to support teachers to develop their feedback so that all students can make progress in line with their flight-path.

1.3 All marking at the academy:

- Is completed in green pen and is highlighted by using a 'Teacher feedback' sticker.
- Shows sensitivity to the needs and abilities of individual students;
- Uses the academy code for spelling and punctuation errors:
 - Sp = Spelling error
 - Np = New paragraph
 - P = Punctuation

Allows students to reflect upon their progress using red pen and student feedback stickers.

2.0 ACKNOWLEDGEMENT FEEDBACK

Is often undertaken in lessons and allows students and teachers a quick and easy way to show that understanding of concepts and processes has happened. This may be a tick or a comment in a book as the lesson progresses.

3.0 OBJECTIVE-LED FEEDBACK

In order for students and teachers to assess progress in line with a student's flight-path trajectory, it is essential that opportunities to assess knowledge and skills are planned into schemes of learning. The expectation of the academy is that students' books are marked formally, using stickers, at least twice a half-term.

Objective-led feedback allows teachers to:

- Recognise areas of strength (WWW, What Went Well) in relation to the learning intention of the assessment;
- Allow students to acknowledge and amend their errors through an EBI phrased as a question or a simple learning assignment;
- Identify and understand improvements in standards of communication, including the standards of presentation within the learning.

Students will be allowed to have 10-15 minutes of dedicated reflection time in which to complete their red pen reflection. In order for this to be as useful as possible, teachers will:

- Phrase EBI statements as a question or a task to allow the student to think around an area of weakness. The student will then be required to go and find the answer or amend their responses accordingly;
- Plan Reflection time into lessons using the Endeavour lesson plan

It is not expected that all assessment will be graded, though it is expected that the piece of learning highlighted for assessments within the termly planning sheets, will be graded alongside the grading criteria put in place for expected progress.

4.0 GRADED FEEDBACK

At least once each half term, quality teacher marking should also include an assessment level or grade. Assessment criteria should use, as is academy policy from September 2015, the flight-path of expected progress, GCSE grades or levels (Maths and English from 2016), BTEC assessment criteria or other externally designed qualification criteria.

4.1 Benchmark assessments are important because:

- Students and teachers know whether students are making suitable progress over time;
- Best practice for marking and students' work can be shared;
- The careful use of assessment criteria, marking and quality of work can be quality assured within the subject area.

Benchmark assessments should:

- Be formal and structured;
- Be differentiated so that they support individual students in making progress against their target level or grade;
- Be uniform across the subject area.

Feedback on benchmark assessments should also be provided using the academy teacher feedback stickers.

5.0 PEER FEEDBACK

Students' understanding of their own progress can be supported by regular and clear opportunities for peer and self-assessment.

Teachers should ensure that students are given these opportunities and that students are supported in developing good quality peer and self-assessment. This should be evidenced in students' work over time.

Student feedback stickers and the 'red pen of reflection' should be used to support peer and self-assessment. Both strategies should be routinely evident in students' work and time should be allocated in lessons to enable students to do this successfully.

Feedback for our students is essential if they are to make the progress they are capable of, and if staff are to teach lessons which are personalised for all students.