



**Biggleswade**Academy

# Feedback Policy

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## Principles

Evidence of the last 20 years ranging from the work of 'Black and Williams' to the meta-analyses of John Hattie<sup>1</sup> highlight that the single most significant aspect of a teacher's repertoire is feedback and that effective, formative feedback has a greater positive [impact than any other strategy](#). As such, at this Academy, feedback is seen as an integral part of teaching and learning in order to 'diminish the difference' on a learner's progress towards short and long term improvement.

### Feedback should:

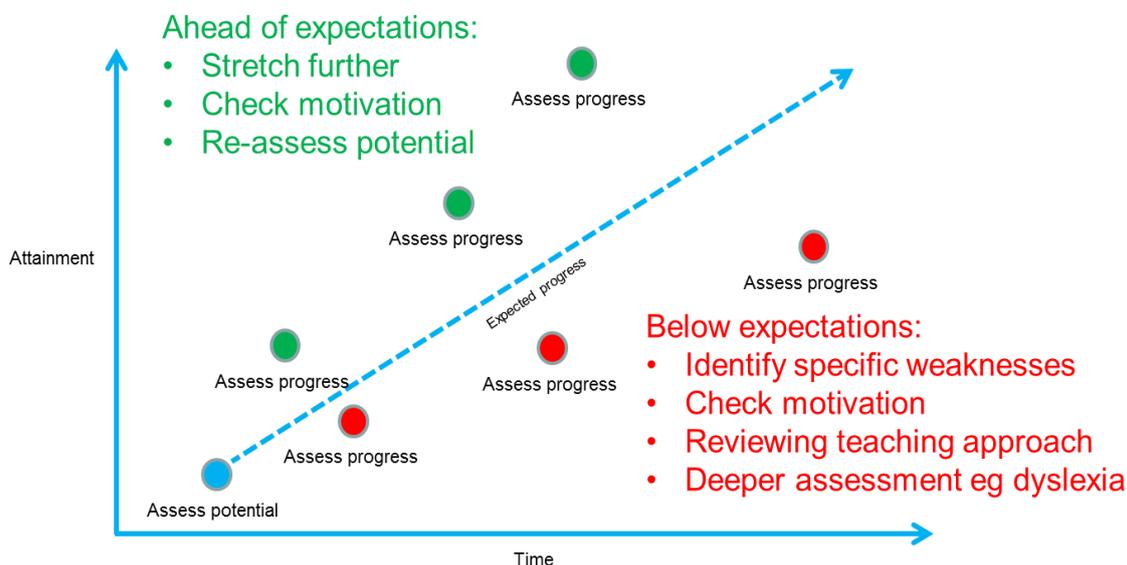
- Have a positive impact upon learning and progress;
- Be manageable for teachers and accessible for pupils;
- Inform future staff planning through the use of whole-class teaching and targeted interventions;
- Enable pupils to become a partner in the feedback process;
- Be consistent across the Academy, with set strategies in place;
- Be seen by staff and pupils as a positive means to improving learning;
- Help cultivate a 'growth-mindset' culture which allows mistakes and risk taking.
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### In practice, all aspects of Marking and Feedback should:

- Relate to the ICAN statement(s) given to pupils for that lesson or series of lessons;
- Focus clearly on a set aspect of learning; not attempting to assess everything as this is often counterproductive and unmanageable;
- Be given promptly and regularly to pupils (subsequent lesson);
- Give recognition and praise for achievement and clear strategies for improvement, so that children know what they must do next to continue making progress;
- Allow specific time for pupils to reflect, respond and improve as a result of feedback gained;

## Feedback and Assessment Strategies

We believe that continual testing will not lead to improved progress or attainment - the majority of lessons should be focused around delivering curriculum content in an engaging way which allows the children to make progress. Therefore it is important that *what* is assessed is done so in order to obtain specific information that will be used to build on learning in the classroom. Summative Assessment will take place on a regular basis but should always lead to improved learning and outcomes and teaching practices.



### **Different methods of assessing learning at Biggleswade Academy:**

At Biggleswade Academy, the definition of feedback builds on the recent work of the Assessment Commission, which sets out the three key ways that feedback can be given (in decreasing order of impact):

- Immediate Feedback - at the point of teaching;
- Summary Feedback - at the end of a lesson / task;
- Review Feedback - away from the point of teaching.

In addition, this policy is also underpinned by findings from the Educational Endowment Foundation whose research concludes that effective feedback should:

- Redirect or refocus either the teacher or the pupils' actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Be given sparingly, so it is meaningful;
- Provide specific guidance on how to improve and not just tell pupils when they are wrong.

#### **1. Immediate Feedback – 'live marking' within the lesson**

- ICANs and Steps to Success (S2S) - will be regularly explored and explained by the class teacher.
- May be given via e.g. the use of mini-whiteboard, the effective use of questioning, modelling of key skills, etc.
- Will be supported by the use of live marking, i.e. teachers will assess and correct the work in pupils' books as the lesson is occurring. The amount of live marking may vary, depending on the nature of the lesson.
- Will be supported by the Learning Support Assistant in the class, including live marking when under direction from the class teacher.
- Should contain references to presentation; ensuring pupils take pride in their work and secure a good standard of written work in their books.

#### **2. Summary Feedback – review of pupils' outcomes after the lesson**

- ICAN(s) in books for each piece of work will be highlighted with the colours of the Steps to Success (either orange for WTS, green for EXS, or blue for GDS). *There is no expectation that any written comments will appear on the work.*
- A **Whole Class Feedback Sheet** will be completed (see example below).

## Whole Class Feedback Sheet

<b>Work to Praise and Share</b>	<b>Need Further Support</b>
<p><i>David - excellent use of 'extravagant excellence' = alliterative phrase.</i></p> <p><i>Rebecca - usually finds extended writing difficult, but wrote in a structured paragraph. Share this use of structure.</i></p> <p><i>GDS part of S2S achieved by Max and Emily - have books to hand and share why it was that they achieved the GDS.</i></p>	<p><i>Martin - inconsistencies with capital letters. Try writing one sentence in Pen and one in Pencil to support him noticing the change in sentence demarcation.</i></p> <p><i>Klaudia - issues with tenses due to EAL. Needs some 1:1 at some point addressing where she went wrong.</i></p>
<b>Presentation</b>	<b>Basic Skill Errors</b>
<p><i>Rosheen - didn't underline date or title</i></p> <p><i>David - line spaces not consistent - start of the lesson - go back and re-write a small part of this.</i></p>	<p><i>Commonly misspelt word: discombobulated</i></p> <p><i>Lots of missed inverted commas - check these at the start!</i></p>
<b>Misconceptions and Next Lesson Notes</b>	
<ul style="list-style-type: none"> <li>• <i>Generally the S2S were achieved - Martin and Klaudia only WTS and identified above for support.</i></li> <li>• <i>There were lots of inverted comma issues so I need to return to this as part of my starter.</i></li> <li>• <i>DiRT time: share the positives, particularly alliteration which I wanted to see more of that flair of language.</i></li> <li>• <i>Redrafting an issue: not enough went back to work and changed - model this, as I didn't before and now feel I need to.</i></li> </ul>	

*NB this example is typed for reference and ease of reading - handwritten is acceptable.*

### 4. Whole Class Feedback Sheet

- The whole class feedback sheet is then used for DIRT (Dedicated Improvement and Reflection Time) at the start of the subsequent lesson.
- Methods of sharing work to be shared and that needing further support will be shared with the rest of the class in DiRT e.g. Air Server

### 3. Review Feedback

- The class teacher will evaluate progress being made over time by using outcomes in books, Whole Class Marking Sheets and other methods of Assessment for Learning and summative assessment outcomes.

### Other forms of Feedback in books:

- Sometimes children may Self Assess (SA) a piece of work they have completed in class - they will clearly indicate the SA symbol on this piece of work. The teacher will still check the piece of work
- Sometimes children may Peer Assess (PA) a piece of work they have completed in class - they will indicate this with a PA symbol on their work. Peer Assessment means when they have worked with a fellow pupil to mark their work. The teacher will still check the piece of work

### Learning Reviews/Summative and Formative Assessment

Formative assessments (e.g. questioning, whiteboard work, discussions etc) will take place at the beginning of a unit to assess prior knowledge, and assessment for learning (AfL) will take place throughout all lessons.

Summative assessments will take place prior to the end of the unit to assess what they have learned, leaving time to address misconceptions and mistakes prior to the end of the unit and will incorporate the corresponding I CANS taught:

- Over the course of a unit of work, children will have studied a number of ICANs;
- To aid teachers in deciding whether a child is WBS (Well Below Standard), WTS (Working Towards the Standard), EXS (Expected Standard) or GDS (Greater Depth within the Standard), a learning review will be conducted to assess children's learning;
- These are not always in the style of 'tests' or 'formal assessments' - they are an opportunity, depending on the subject, for the children to demonstrate their understanding of the unit of work and the associated knowledge and skills of;
- Teachers use a specific success criteria based on I CANs, professional judgment and moderation to determine whether a piece of work is WBS, WTS, EXS or GDS.
- The teacher will moderate with colleagues vertically and horizontally across year groups to ensure high expectations and consistency of outcomes.

**Outcomes from the successful use of these feedback and assessment strategies:**

**Outcomes for pupils:**

Pupils will:

- Know about the quality of their work and their skills through targeted and immediate feedback or through DIRT;
- Have the courage to make mistakes and the resilience to know that these will be viewed as opportunities for improvement;
- Have the motivation to want to produce high-quality, well-presented work and make progress;
- Understand exactly what is required to be successful;
- Be involved in assessing their work and identifying what they need to do to move on.

**Outcomes for teachers**

Teachers will:

- Know pupils' strengths and weaknesses within the classroom through judging the quality of their outcomes;
- Be able to assess the effectiveness of their lesson planning through comparing the outcomes with those expected of individuals and groups pupils;
- Use all forms of feedback outcomes to inform and revise the next steps of planning to ensure it meets individual pupil needs.

**Outcomes for Parents**

Parents will:

- Have an awareness of the range of valid feedback and assessment strategies used across the Academy (e.g. self, peer, written etc);
  - Know the expectations of the school towards its pupils and staff;
  - Understand how to contribute to their child's learning and self-reflection (for example through assisting with self-marked homework activities).
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