



A 14-19 SCIENCE & ENGINEERING
ACADEMY

Whole College Feedback Policy

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UTCW Feedback

Rationale:

We recognise that providing feedback to students in order to help them address misconceptions or close gaps is fundamental if they are going to make rapid and sustained progress. Feedback can take many forms - there is no hierarchy of methods which we feel should be used; teachers have the autonomy to decide how best to provide feedback to students in whatever way will maximise student progress and outcomes. Middle leaders have responsibility for ensuring the feedback in their area/s is appropriate, consistent and in line with scheme of work expectation. Teaching staff / those responsible for providing feedback are responsible for ensuring they follow the policy as outlined by the academy and their department / key stage leader.

The policy

- Faculty areas will provide feedback to students on their work. **Faculties are free to decide the most effective way this will be done. A range of strategies can be found in Appendix 1.**
- **This will be shared in a Faculty Feedback Protocols document**
- **Teachers will** have a responsibility to communicate how feedback will be given and to share with students how they will be provided with feedback.

Key Expectations

- Schemes of work will identify key pieces of work to feedback on; however, it is up to individual teachers to use their autonomy to decide which feedback strategy will have the most leverage. Each faculty area is free to determine how they will provide feedback.
- DIRT (Directed Improvement Reflection Time) should be regular and of high quality to demonstrate progress
- Students should be able to explain how they get feedback from their class teacher.
- There is no expectation that verbal feedback will be recorded.
- **There is an expectation that feedback will have a direct impact on students' outcomes.**
- **Students should make corrections/improvements to their work in purple pen, making it easy for the teacher to monitor the impact of their feedback.**
- Feedback will also focus specifically on literacy errors and mistakes using the common literacy error symbols.

Presentation of students' work

Teachers

should insist on good presentation, encouraging students to take pride in their work.

- All work should have a date and title that links to the learning focus
- Students should write in black or blue ink with drawings in pencil
- Students must understand the importance of writing legibly, as neatly as possible (no graffiti or doodling)
- All pages should be used (no skipped pages in books)
- Worksheets should be stuck into books to support and evidence learning

Feedback on Literacy

All teachers are teachers of literacy and therefore it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to improve standards and raise levels of attainment

LITERACY mistake/error CODE FOR ALL SUBJECTS:	
Mark	Means....
Sp and underline	Try this spelling again.
P	Punctuation error.
G	Grammatical error.
C	Find the missing or misplaced capital letters
//	New paragraph
✓	Exceptional point/Use of language

How will this policy be monitored?

Heads of Faculty monitor and evaluate the quality of feedback and response to the work across the team. They:

- Ensure that curriculum teams have an explicit understanding of the task/assessments that will provide feedback in the curriculum planning.
- Ensure that curriculum teams are aware of the most effective and best practice within the team and the school when it comes to providing timely and accurate feedback and remain up to date with new strategies that are evidence informed.
- Ensure that curriculum teams are following the department assessment and feedback guidance (see appendix) consistently and effectively, and any inconsistency is challenged.
- Ensure moderation and dialogue about feedback occurs and celebrate and share effective practice with their teams

- Establish mechanisms to ensure that there is feedback to individuals as necessary, making provision for actions with timescales to secure any necessary improvements
- Participate in lesson drop-ins and curriculum reviews as appropriate with a focus on the quality and consistency of feedback provided
- Ensure moderation occurs and that levelling/grading of work is consistent within the team and externally if applicable.
- Share effective practice or raise any concerns with regards to feedback to the SLT Line Manager
- HoF's are also responsible for providing departmental CPD by sharing good practice and keeping up to date with current educational research practice.

SLT

- Monitors standard of feedback through curriculum reviews and discussions with HOF
- Whole school and bespoke CPD will be provided through inset and training opportunities using up to date educational research and practice.

This policy will be reviewed annually.

Appendix 1

Feedback takes many different forms, the most effective of which enable the students to make improvements quickly. They may include:

- Annotations on targeted students' work in **red/green pen** to indicate that an area needs to be improved.
- Targeting a specific section of a piece of extended writing to focus on providing feedback on a **specific element of the writing**.
- Providing questions that children need to respond to that support or extend the students' knowledge or skills.
- Using a visualiser (or similar) to provide a visual of what best practice looks like, with children making improvements or given reflection time through the use of verbal feedback on the exemplar or model answer.
- Whole class feedback that identifies common themes, but provides timely and accurate guidance on how to improve the quality of the work.
- Teacher providing live feedback through circulating the room and providing verbal or written feedback during the task to individual children.
- **Drawing a box around a piece of work to indicate that a section should be improved.**
- Highlighting literacy errors for students and asking them to work out what the literacy errors are and then correcting them
- Asking students to read and correct their work with the teacher as part of a cycle of feedback in lessons.
- Providing specific prompts that enable students to improve their work.
- Self and peer-assessment where clear guidelines are given on how to improve their own, or their peer's work through comparisons with exemplar answers or success criteria/mark schemes. Peer feedback will be highlighted with a purple pen.
- Code feedback; where a teacher will indicate, by way of a code, what needs to be improved. For example a numbered # relating to an improvement target.

The following have been shown to make little impact on progress

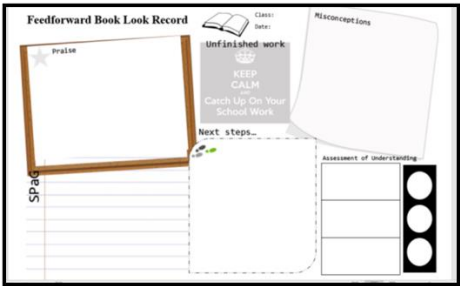

- **Ticking work to show it has been seen.**
- **Feedback provided on all work in a student's book.**
- **Correcting every single spelling, punctuation or grammatical mistake.**
- **Written comments that are not acted upon by students in any way.**

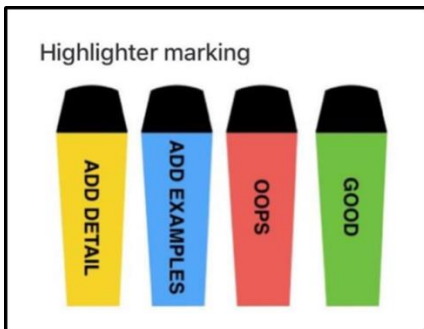
The UTCW expectation, is that teachers will set specific pieces of work according to their department assessment and feedback guidance, which will then be marked and returned (in a timely manner) to students so that the feedback is relevant and can be acted upon quickly by the students in DIRT activities (Directed Improvement and Reflection Time).

Time should be built into lessons, or through homework for DIRT to take place, and this work completed by students in **purple pen or acknowledge by the word DIRT by the response**. The colour of the pen does not indicate that the work is necessarily better, but will provide evidence to the child of the work that they have worked on and tried to improve.

Teachers will only mark **specific pieces of work**, as opposed to all work in the books since the last feedback point. They may, in addition, provide live feedback either verbally or by annotating books during their lessons.

Guidance for teachers on examples of what effective feedback could look like in your classroom

Feedback Method	Description
<p style="text-align: center;">Whole-class feedback sheet</p> 	<ul style="list-style-type: none"> The teacher fills out a feedback sheet whilst reading through all of the assessment piece. There will be detail on what was understood in depth, the misconceptions, the common spelling mistakes, who needs praising, which children need to work on presentation and a section on further challenging tasks to complete. An image of the completed sheet can be shown to the class using visualiser during whole-class verbal feedback about the piece of work. Also, a photocopy of the sheet can be given to all students to stick into their books next to their work. DIRT can then be completed, after the whole-class verbal feedback, having used a model answer completed by the teacher/child to show what excellence looks like. DIRT should be carried out in green pen or with DIRT written by the response. Whole class feedback sheets work best when they are designed with the specific subject and class in mind <p>Please see appendix for examples of whole class feedback sheets.</p>
<p style="text-align: center;">Modelling</p> 	<p>WAGOLL (What a good one looks like)</p> <ul style="list-style-type: none"> Model answers provided to children after they have attempted a task or exam question. This could be annotated by the teacher to show important elements, eg use of key terms, developing points, use of figures. DIRT can then take place. Alternatively, use show call, whereby you put a child's work under the visualiser and verbally feedback to the class, during or after the work. The children can then use the feedback to improve/add to their work.
<p style="text-align: center;">Live feedback</p>	<ul style="list-style-type: none"> Teacher aim is to visit all or a certain proportion of children in a lesson whilst they are completing a



particular task, in order to offer immediate, verbal feedback on a particular piece of work.

- It may help the teacher to have a list of positive comments and areas for improvement prepared in advance (success criteria) which need to be shared with the students prior to them beginning the task.
- Children to act immediately on the feedback once live feedback has been given. Children make improvements using green pen or write DIRT next to response.
- Use pink and green highlighters to promote instant feedback. Green acts as positive feedback whilst pink is an immediate target/area for improvement.
 - Once live feedback has been given, children make improvements using green pen or write DIRT next to response on the highlighted area.
 - Success criteria are always available either on the board or on the students desk

Feeding forward



- Prior to beginning a task or exam answer, the children are shown an answer (WAGOLL) to a different question and possibly on a different topic, but which contains all of the elements required for the task about to be undertaken. Children can have this in front of them on paper or on the board whilst they undertake the task.
- DIRT can then take place, either using the original model answer or a model answer prepared by the teacher answering the question undertaken by the children. Feedback can be given live using a visualiser to show areas of strength and areas for development.

Use of Visualisers



Visualisers can be used with a range of different feedback techniques and may be a useful way that teachers can enhance the quality and range of feedback methods used. Visualisers can enable teachers to do the following:

- Deal with whole class misconceptions
- Address issues that arise at the point of assessment.
- Show examples of good work. (Show Call)
- Write model answers.
- Live mark a student answer and demonstrate the thought process of the examiner.
- Demonstrate a new skill, or point out features of work to be completed.
- Feeding forward (See above)
- Engage a whole class in a specific activity.

Verbal Feedback & Questioning



- Use a mixture of closed & open questions. Closed are important as they underpin and consolidate student answers.
- Use of probing and extension of answers to develop verbal response further.
- Plan a sequence of questions.
- Make sure **keywords** are used in verbal answers. (Making links)
- No hands up – targeted questioning (part of CATCH)
- Pausing after asking a question, then choosing a child to answer so that all are thinking about the answer.
- No opt out – return to children who answered “don’t know”
- Questioning as part of retrieval practice at start of the lesson to strengthen long term memory.
- Give lots of positive comments
- Stop class to draw attention to common mistakes.
- Stop class to highlight a piece of good work and question class why.

Peer-assessment



- Children can assess each other’s work either by swapping books with a neighbour or by walking around the room to visit a range of different children’s’ work.
- WWW and EBI comments can be written by children either directly into books or on post-it notes. Teachers may wish to provide some suggestions of comments to be used on the board, although children can also use their own.
- DIRT can then be completed after this.

- A really impressive peer assessment strategy is SpACE – As a child goes through their peer’s work they need to:

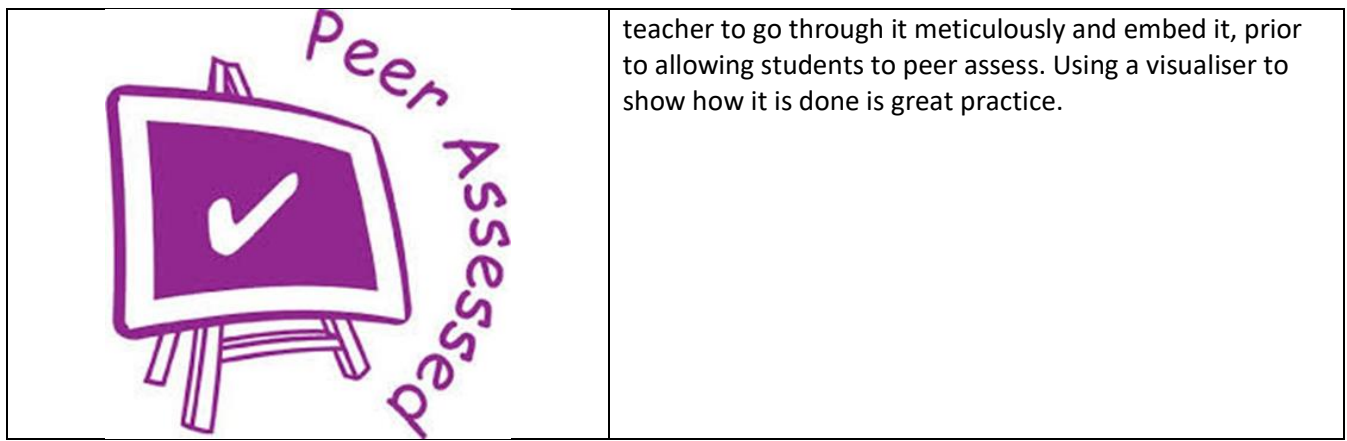
Sp – write Sp in the margin next to words that they know are misspelt.

A – tick in the margin next to areas that they accept as being correct, with two ticks given for specifically excellent sections.

C – put a question mark in the margin next to work that they are unsure of, or believe to be incorrect.

E – put an asterisk (*) next to work that they think needs extension as there is not enough depth/detail.

The work gets handed back and the child goes through and works on the areas pointed out. This strategy needs the



teacher to go through it meticulously and embed it, prior to allowing students to peer assess. Using a visualiser to show how it is done is great practice.

The aim of each of the above examples of immediate and verbal feedback is to improve the impact of guidance given. They aim to replace extensive, written comments in books given several lessons after work has been completed. They also aim to decrease teacher workload so that we are able to produce materials needed to support the above ideas and to support the idea that happier teachers teach more effective lessons.