

# Berwick Middle School

## Feedback Policy



<b>Date of Review</b>	<b>April 2018</b>
<b>Responsible Officer</b>	<b>Headteacher</b>

## Intent

Effective feedback is an essential part of the education process. At its heart, is an interaction between teacher and pupil: a way of checking pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving progress.

Feedback is an integral part of teaching and learning and we aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the current research surrounding effective feedback. This policy is developed to ensure that feedback is highly effective but sustainable to ensure that teacher workload is kept to a minimum.

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such our staff will investigate alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasise that marking should be **meaningful, manageable and motivating**.

## Principles

Our policy on feedback has at its core a number of principles:

- The sole purpose of feedback and marking is to further pupils' learning
- That pupils know the current standard of their work and know how to improve it
- Feedback delivered closest to the point of action is most effective so that it can impact on future learning
- Teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons
- Teachers and leaders are equipped to make accurate judgements about students' attainment and can plan future progression for individual students or groups of students
- Teachers and subject leaders work within agreed principles of assessment within the school
- Teachers and subject leaders are aware of how to improve their own practice in assessment, marking and feedback
- Teachers, teaching assistants and cover supervisors will all apply and support the feedback policy

It is essential that students work as hard as their teachers.

In order for this to happen, teachers need to ensure that their students know the right answers to the two questions:

- What am I doing well in this topic/subject?
- What do I need to do to improve my work in this subject?

## Feedback in practice

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Review feedback - away from the point of teaching (including written comments)

At Berwick Middle School, these practices can be seen in the following ways:

Type	What it looks like	Impact
<b>Immediate</b>	Takes place during the lesson (often verbal) <ul style="list-style-type: none"><li>• Teacher gathering feedback from teaching eg. mini-whiteboards, book work, observing students, etc</li><li>• From questioning - planned, targeted</li><li>• During individual or small group teaching</li><li>• May involve use of a TA to provide support or further challenge</li><li>• May include annotations or use of highlighting on work or use of green boxes (live feedback)</li></ul>	<ul style="list-style-type: none"><li>• May redirect the focus of teaching or the task</li></ul>
<b>Summary</b>	Takes place at the end of a lesson or activity and provides an opportunity for evaluation of learning in the lesson <ul style="list-style-type: none"><li>• May take the form of self-assessment eg. question walls, exit tickets</li><li>• May take the form of peer assessment against agreed set of success criteria</li></ul>	<ul style="list-style-type: none"><li>• Guides a teacher's next step planning, focus on areas of need</li><li>• Identify individuals to target for deeper review feedback (marking)</li></ul>

<b>Review</b>	<p>Takes place away from the point of teaching</p> <ul style="list-style-type: none"> <li>● May involve written comments/annotations for pupils to read and respond to (DIRT time)</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>● End of topic assessments</li> <li>● Practice SATS</li> <li>● The use of marking ladders in English</li> </ul>	<ul style="list-style-type: none"> <li>● Guides a teacher's next step planning, focus on areas of need</li> <li>● May inform grouping where applicable</li> </ul>
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### **Consistency of feedback**

Feedback at a classroom level is guided by the principles of this policy but structured according to the requirements of the subject and pupils.

Consistency is achieved with the following agreed guidelines:

- All staff write on pupils' work in green pen (green highlighter and green boxes, green pen for written comments and annotations.)
- Pupils respond to feedback in red
- Reasonable adjustments are made in response to pupils' special educational needs.

### **Consistency of assessment**

Formal assessments in core subjects at KS2 will take place in the form of KS2 SAT papers or equivalent. These will be assessed to end of Key Stage standards.

For foundation subjects at KS2 assessments will test pupils on the content and skills outlined by the national curriculum.

At KS3 assessments will test pupils on the content and skills outlined by the national curriculum. At KS3 teachers will liaise with staff at Berwick Academy to ensure that assessment format is similar to that of GCSE.

Assessments will be moderated internally where possible and externally through KS3 liaison meetings or through externally arranged KS2 liaison.

### **Frequency of feedback**

- Feedback will take place in every lesson
- Baseline assessments will take place in the first week of Year 5 and Year 7 (in September 2018 all subjects in all years will conduct baseline assessments as part of a new assessment system)
- Formal assessment will take place four times per year with written feedback
  - End of Autumn 1
  - End of Autumn 2
  - End of Spring 2
  - End of Summer 1