

EASTBROOK SCHOOL



FEEDBACK POLICY

Secondary School

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1. INTRODUCTION

Effective feedback provides information to learners about their performance and how to improve it.

Feedback at Eastbrook sits within the plan, teach, assess, review cycle; a cycle that describes both moment-to-moment interaction between teacher and learner, and the process by which teachers plan for, facilitate and evaluate learning in the short and medium term (at a distance from the learner). Feedback here is part of teaching. It is the communication of assessment information to the learner. It is the straddling of the zone of proximal development. It is the personalisation of teaching and thereby the sharpest tool in the teacher's toolbox.



For feedback to be effective, we believe it should be:

Meaningful

The appropriateness and effectiveness of different types of feedback varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of learning. At Eastbrook, teachers are encouraged to adjust their approach as necessary to make feedback meaningful. They are trusted to incorporate the outcomes from feedback into subsequent planning and teaching. In general, we believe that the most meaningful feedback given to pupils is dialogic. This means we favour methods that place the pupil in conversation with the teacher.

Manageable

Time is required to give and engage with feedback, whether written or verbal. To make the giving and receiving of feedback manageable, feedback is planned-for when learning is planned-for. Deciding, for example, that a piece of learning will be distance-marked prior to a lesson and considering the criteria against which that work will be marked, enables the teacher to share that criteria with the learners and thereby sets the stage for a subsequent, meaningful feedback conversation. Planning time for that conversation, and for pupil engagement with the written feedback given prior to it, ensures feedback is most effective. To reiterate: time is required to give and engage with feedback. It follows that at Eastbrook, agreed feedback practice is proportionate and considers the frequency and complexity of feedback, taking into account the cost of practice in relation to the overall workload of teachers.

Motivating

Feedback should help to motivate pupils to progress. This does not always mean in-depth written or verbal comments or being universally positive: sometimes short, challenging comments or the posing of the right question or challenge are most effective. Feedback should provide clarity to bolster knowledge structures and refine skills or should prompt clarifying questions, thinking or action. It should help pupils see a way forward in their learning, making them want to learn more. Further to this, at Eastbrook we recognise that if the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenge and take responsibility for improving their work. Effective feedback motivates pupils by empowering them to learn.

2. TYPES OF FEEDBACK USED AT EASTBROOK

Verbal feedback

Verbal feedback is when information and guidance are given verbally to a pupil as to what is incorrect and how to put it right. It is likely to include recognition of achievement.

Written feedback

Written feedback is when information and guidance are given to a pupil in written form. It is usually written into their exercise book.

Live feedback

This is sitting with a pupil and talking through a piece of work, celebrating success with meaningful praise and identifying areas for improvement. Live feedback involves engaging with a pupil's work, proffering clarification or challenge, listening to their response and responding in turn. Importantly, it involves the pupil making improvements to their work in response to the feedback. Live feedback is essentially verbal feedback but is likely to include some written feedback: the marking up of a passage of writing; the correction of sums; the issuing of challenge in the form of a written prompt or question, equation or problem to solve.

Distance feedback

Distance feedback is written feedback completed by the teacher, at a distance from the pupil. It is most effective when pupils are given time to reflect upon and respond to comments written and is made even more effective when complemented by verbal feedback from the teacher after reflection.

Peer feedback

Feedback, verbal or written, live or distant, delivered by a peer, can be particularly effective in motivating pupils to move forward in their learning. The development of effective peer feedback takes time and effort. The allocation of peer partners should reflect the nature of the task and take into consideration pupils' level of understanding or skill in a particular area. Pupils need to be supported in giving effective feedback through training, suitable materials and / or the presence of the teacher.

Whole class feedback

This is when, after a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They sort the books into three piles: pupils who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Whilst looking through the books, the teacher makes notes on the key messages to feedback to pupils at the start of the next lesson, using a record sheet (see Appendix A). Key messages include celebrations, misconceptions and general basic errors. After this, the teacher plans a whole class feedback session using the notes on the sheet. In class, the record sheet is displayed for all to see and the feedback session includes verbal feedback to the class as a whole, to individuals and to groups, and live feedback with individuals and groups (live feedback with a group is where pupils work with the teacher having been grouped according to an area of development need). While the teacher is engaging with groups and individuals, other pupils complete the relevant pupil response tasks written on the record sheet - their relevance indicated by a code written by the teacher in their books.

3. EXPECTATION FOR QUANTITY OF FEEDBACK AND RECORDING

In all departments, for pupils in each year-group:

- **Every pupil receives detailed feedback, delivered via the ‘whole class’ method, twice every half-term.**
- Teachers use feedback record sheets (Appendix A) to organise feedback and present it to pupils. These are adapted for use in each department. Whilst these record sheets are not checked regularly by leaders in the school, the expectation is that they are used during on-going assessment and moderation activities within departments and year groups – that is, they are available for reference.
- Feedback is recorded in the pupil’s book (Appendix B). Pupils responses are written in green.
- Pupils receive guidance on spelling (key subject vocabulary), grammar and punctuation as part of whole class feedback. Where useful the teacher annotates pupils’ written work using our marking code (Appendix C). They may do this as part of distance or live marking. There is no expectation that teachers correct spelling, grammar or punctuation outside of whole-class feedback.

Further to this minimum requirement, teachers judge the quantity, appropriateness and effectiveness of different types of feedback given throughout the course of teaching and learning, taking into account age group, subject and what works best for the pupil and teacher in relation to any particular piece of learning. As previously stated, at Eastbrook teachers are encouraged to adjust their approach as necessary to make feedback meaningful. They are trusted to incorporate the outcomes from feedback into subsequent planning and teaching.

4. EXPECTATION FOR QUALITY OF FEEDBACK AND RECORDING

Feedback focuses on processes rather than outcome and includes the use of meaningful praise rather than generic, generalized praise. For example:

- It’s clear from this excellent work that you have ...
- The way you’ve tackled that is really good because ...
- If it was easy, then you wouldn’t be learning anything. It’s good you found it challenging - what have you learnt / what are you going to continue to work on?

Careless mistakes are treated differently to errors resulting from misunderstanding. Teachers train pupils to check their work and spot careless mistakes before a teacher looks at it. Remaining mistakes are addressed directly but are not dwelled upon. Quality feedback focusses on addressing misunderstanding.

Misunderstanding is either addressed directly through clarifying comments or indirectly through questions or tasks that prompt reconsideration and lead to clarity. For example:

- You got that wrong. The correct way to express that is ...
- Use your method to solve the next equation. Does it work?
- Read on two more pages then go back and look again at the explanation you’ve given.

When learners are competent and confident, the role of the person delivering feedback is to support the learners' self-regulation and encourage them to extend their learning and apply it in different ways. For example:

- How could you add more detail to your explanation?
- Try using an expanded noun-phrase to add more detail to this sentence.
- You've completed those accurately, can you use your answers to find a general rule?

5. PARENTAL INVOLVEMENT

Parents are made aware of the school's marking policy through workshops and information sessions. Letters are sent home to all new parents to inform them of the school's policy and why we feel it is the best way of ensuring that every pupil makes progress. It is clear for parents to see the impact of our approach as the work in pupils' books show the progress they have made.

Topic

Whole Class Feedback



Targets:

SPaG errors:

Praise:

Presentation:

Pupil response tasks:

Missing or incomplete work:

Copy out the targets which are relevant to you.

Topic

Whole Class Feedback



Targets:

This section itemizes the things that the students need to know or do to improve in the topic they have just been assessed in. It should be completed by looking through the books and establishing what the key errors and misconceptions were.

The language should be forward looking e.g. To improve in subject/topic

1. You need to
2. You need to be able to....
3. You need to show that you can

Aim for no more than 6 or 7

Teachers should:

Write 'Feedback' as a title where they want the feedback task to be completed, write the numbers that apply to the student in their book, with sufficient space for the students to write out their targets. Teachers should not do this for the students.

Copy out the targets which are relevant to you.

SPaG errors:

In this section you should highlight any common errors that you found.

E.g. misspelling of key words, use of paragraphs, etc

This is not to try to capture every SPAG mistake made by every student, it is for the common errors.

For some students it might be appropriate that there is a response task that addresses the SPAG issues that arose.

Presentation:

Nearly everything you will pick up regarding presentation will be mentioned on the presentation sticker that all students should have in their books. Make reference to it, and if presentation is a serious issue, you should include neat redraft or correcting the issue among your response tasks. E.g. 'Go back through your book and underline all titles with a ruler'

Missing or incomplete work:

Names of students who haven't completed the work. There should be an action and a deadline included.

Praise:

Individual student names. If you see something particularly pleasing either quality or improvement use this section to praise them. Over time you will aim to include most if not all of the students. Also, show the rest of the class what impressed you ... it will give them an indication of the level of performance you expect from them.

Pupil response tasks: *minimum 10 minutes*

Teachers should itemise the tasks that they want the students to complete underneath the 'targets. These tasks will respond to the targets that the students have been given and give students the opportunity to develop their skills and/or knowledge in the identified areas.

E.g. if one of the targets is

1. You need to demonstrate that you can use religious quotes to support the points you have made

Then the response task might be:

- a. Redraft the 3rd paragraph using appropriate quotes, and making sure you link the quote to the point you are making.

N.B avoid things like – 'write out a quote you could have used.' This is too short and isolated from the context of the task. It would also mean that the teacher had done more work than the student which is not what we want. Try to make the task substantial you will get more 'value' for the work you put into reviewing the books and preparing this feedback sheet

Topic : The existence of God and Revelation

Whole Class Feedback



<p>Targets: To improve in this topic, you need to:</p> <ol style="list-style-type: none"> 1. Show that you can construct an essay with 3 clear sections in 15 minutes. 2. Write a conclusion that clearly summarises what you think and why. 3. Use a range of quotes to support the points you make. 4. Know a range of arguments for and against the existence of God. <p>Use key terms effectively to show a depth of knowledge.</p>	<p>SPaG errors: Spellings</p> <ul style="list-style-type: none"> • Cosmological • Teleological • Aquinas • Irreducible <p>You must divide your work into paragraphs.</p>	<p>Praise: Student D – read the class your first paragraph</p> <p>Student E – Read the class your conclusion</p> <p>Student F and G – huge improvement – well done</p>
	<p>Presentation: I must be able to read your handwriting</p> <p>Do not write in the margin</p>	<p>Pupil response tasks: <i>minimum 10 minutes</i></p> <ol style="list-style-type: none"> A. Redraft your conclusion taking 5 minutes and making sure it tells me what you believe and why B. Redraft paragraph 2 to include at least 2 quotes. You must also say how these quotes support your points C. Redraft from the point I have indicated making sure it is clear for me to read. D. Write a paragraph explaining the difference between the cosmological argument and the Teleological argument E. Write all spelling corrections out 5 times and then use them in a sentence F. Go through your book and underline all titles and dates
	<p>Missing or incomplete work: Student A, B and C – you must complete it and hand it in on Friday</p>	<p>Student H and J – come to see me while the class are doing the response task.</p>

Copy out the targets which are relevant to you.

TOPIC: Lady Macbeth's Manipulation Assessment

WHOLE CLASS FEEDBACK



Targets:

1. I should consider WHY in my explanations
2. I should ingrate evidence
3. I should name language/structural features
4. I should refer to the writer/ Shakespeare
5. I should use clear topic sentences
6. I should use discourse markers to connect my ideas
7. I should link my explanations to the context

SPaG errors:

- Shakespeare has an 'e' at the end
- Femininity
- Masculinity
- Persuades

Student Response Tasks:

- #1: Rewrite the highlighted paragraph
- #2: Choose another quotation, copy it out and annotate for language
- #3: Is she totally to blame? (answer)

Missing / Incomplete work:

- Lendi - 'reassuring' paragraph
- Nansire - 'insulting' paragraph

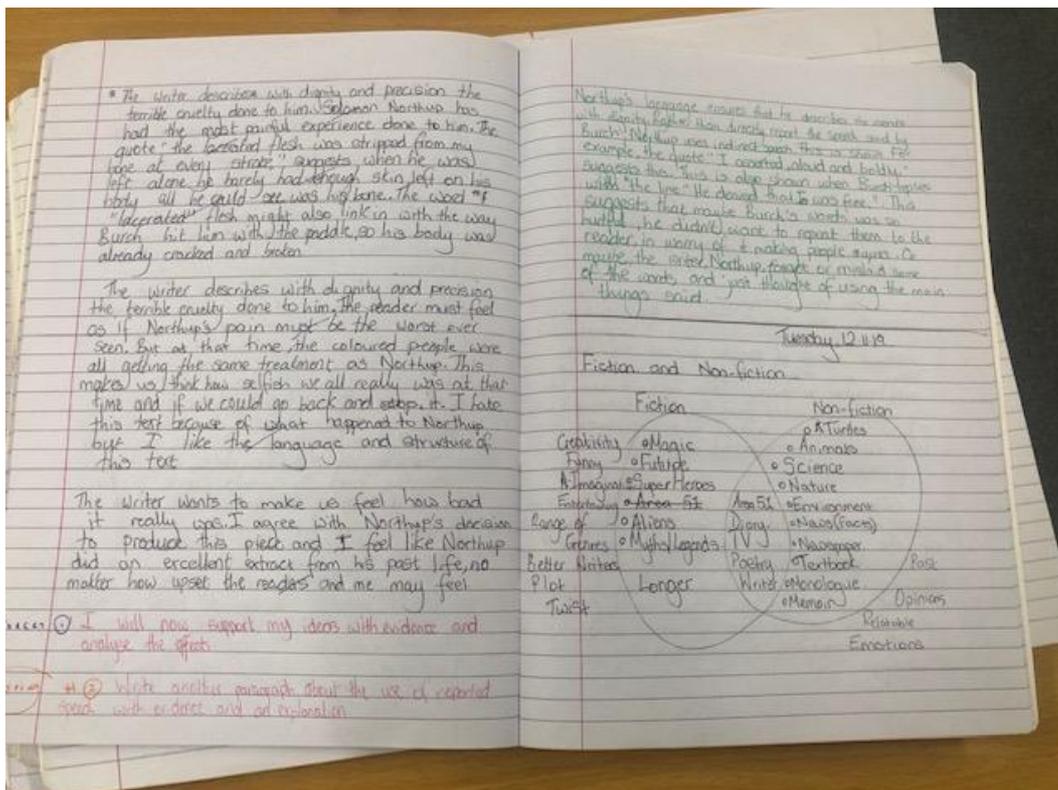
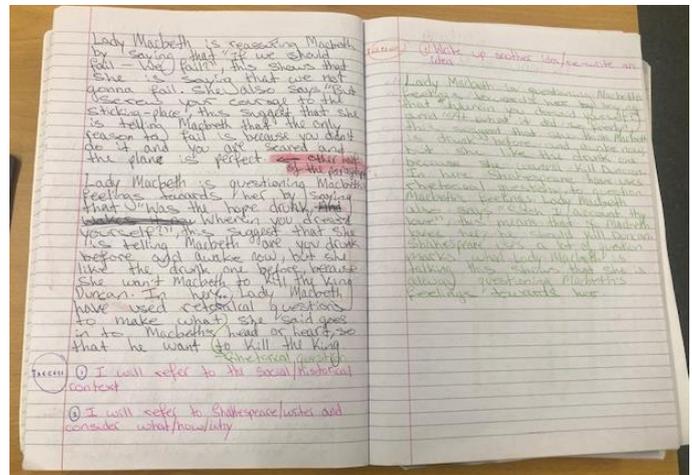
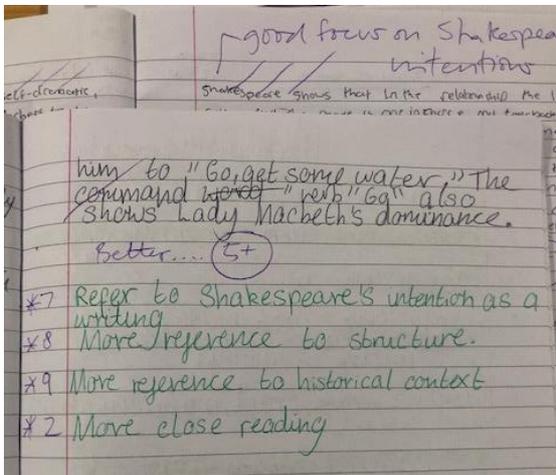
Praise:

- Julian - original ideas
- Gia - well integrated evidence
- Elliot - really detailed explanations of Shakespeare's techniques

Presentation:

- Title and date should be underlined
- Complete improvements in green pen

Copy out the targets which are relevant to you



Appendix C

Code	Explanation
sp (with word underlined)	Try this spelling again.
o	Missing full stop or comma.
//	Begin a new paragraph.
exp	Awkward expression.
T	Mistake in the use of tense.
wo	Show your working out.
cap (with letter circled)	Capital letter should have been used.
ss	Sentence structure unclear.
v	Vocabulary choice is inappropriate or could be improved.
?	Meaning is unclear.
^	Word or letter missing – insert word or letter.

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