

Whole School Feedback Policy 2021-22

Policy owner (Name):	Mrs K Forster
Policy owner (Job Title):	Assistant Head teacher
Governing body oversight:	Policy Review Committee
Date of approval:	Operational policies are reviewed internally on an annual basis
Date of next review:	October 22

Rationale:

To create a feedback policy that is **meaningful, manageable and motivating** and one which puts the relationship between students and teachers at the heart of it.

Aims:

To provide accurate, useful feedback to our students that makes a difference to their outcomes both academically and personally, emotionally and socially.

To allow students to access feedback that supports them in making progress and developing knowledge.

To allow teachers to determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.

Expectations:

Each HoF is free to determine how and when feedback will be provided within their subject.

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.

Whole class feedback sheets

- Key pieces of work which require written teacher feedback will be identified on the week by week overview of each topic for each department. If we follow the principle of daily, weekly and monthly assessment checks, it would be expected that the monthly assessment check (*the final assessment check, can be longer than a month*) would be based on a more detailed piece of work, which captures students' knowledge at the end of a unit of work. Middle Leaders will use their professional judgement to ensure frequency of feedback compliments key milestones within a student's learning journey taking into consideration how the progression of knowledge will be captured.
- Teachers will collect in this piece of work, summarise common misconceptions and identify how learners are **personally** required to respond and progress (RAP) using whole class feedback sheets to develop their knowledge and skills further. This may be written feedback or through the use of **voice automation (see appendix 1)**
- **Common literacy errors** will be addressed on the whole class feedback sheets and time in lesson will be spent addressing literacy misconceptions.
- **Dedicated teacher time** will be planned and delivered, addressing misconceptions/misunderstandings/common mistakes/literacy errors. Where possible model answers/model pieces of work will be produced to show students how we want their knowledge to improve, using this as an opportunity to set high expectations for all.
- Following on from the feedback lesson, time will be given **in lesson** to enable students to respond effectively to feedback, enabling them to make maximum progress. Progress can be identified through self-assessment, peer assessment or teacher assessment.
- All students will **respond and progress (RAP)** in a different coloured pen/text.
- To support our knowledge rich curriculum, it is expected that all teachers will provide feedback on the same piece of work identified on the week by week overviews.

Low stake assessments

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- Week by week overviews for each topic will include low stake assessment tasks to ensure regular knowledge tests are in place.
- Daily checking of knowledge in all subjects will include recall 5 tasks and similar retrieval exercises
- Knowledge organisers will also be used to support low stake assessments

Please see homework policy for further ideas on low stake assessments

BTEC Level 2 & 3

Frequency of feedback for internal assessments will follow the Pearson BTEC marking policy and will be reflected in the assessment plans for all subjects. Verbal feedback is regularly given during assignment preparation and where applicable the summary feedback sheets may be used. Assessment records are shared with all students at the end of every assignment but the frequency of these are dependent upon the subject. All externally assessed BTEC units will have a planned feedback schedule.

Verbal feedback

Verbal feedback is one of the **most important aspects of effective teaching** and is apparent in students work. Expectations are that verbal feedback is given regularly in all lessons and the impact of this is evident. In the **Key Lesson Principles** document the most common place to provide verbal feedback may be during *Teacher Led Explanations, Responding to Misconceptions and Student Practice*.

Self & Peer feedback

Self and peer assessment are important aspects of our 'assessment for learning' practice. Assessing their own work or that of others will help students to develop their knowledge. There is an expectation that all students will engage in some form of self/peer assessment activity throughout a unit of work and that students will be able to explain how this supported their progress.

Real time/ over the shoulder feedback

A reasonable amount of 'over the shoulder' feedback will take place in all lessons to increase the early detection of students' misconceptions, which can be rectified immediately. Teachers will use their professional judgement to as and when this will happen. It will be evident through student voice that 'over the shoulder' feedback contributes towards their progress. During real time/over the shoulder feedback, there should be a particular focus on addressing any common literacy misconception.

Appendix 1

Voice technology can be used when providing students with feedback. Teachers can record their feedback and add the link to the summary feedback sheets or any other feedback they may wish to provide.

<https://www.teachertoolkit.co.uk/2019/04/07/voicetechnology/>

Appendix 2 – one example feedback sheet (faculties can use their own version)

HISTORY DEPARTMENT FEEDBACK SHEET

Common literacy mistakes	Common misconceptions	Respond and Progress (RAP)
<p>Spellings</p> <ul style="list-style-type: none"> Legitimate Involvement Mary, Queen of Scots (not Scotts) Babington (not Babbington) Philip (Phillip can also be correct but Philip of Spain was with one 'L') <p>Punctuation</p> <ul style="list-style-type: none"> Throckmorton, Ridolfi, Babington 	<p>The French Civil War was a cause of Spain going to war with England because it meant that the French would be too preoccupied with their Civil War to get involved in any war between England and Spain. The Spanish feared that the French might side with the English but this was unlikely whilst a Civil War was going on inside France.</p> <p>You must include a judgement in the 16 mark question – the question is asking 'how far you agree' so you must give an opinion on this. The best answers state an opinion from the start and explain this throughout the answer.</p>	<ol style="list-style-type: none"> 1. Rewrite your answer to question 2 – Include more supporting evidence about each of your reasons to help you to reach the top level (10 – 12 marks). 2. For question 3, explain how the Netherlands caused England and Spain to go to war and how this was linked to religion. 3. Rewrite your answer to the second part of question 3 (other reasons why they went to war). Link the 'other' causes to religion and use these links to support a conclusion that religion was the most important cause.
<p>Pride in work</p>	<p>Stars of the work</p>	<p>Challenge me task: English tactics were the most important reason why the Spanish Armada Invasion failed. How far do you agree with this view? In your answer you may include: - Fireships - Weather You must include information of your own. [16]</p> <p>If you were not here: Use the knowledge organiser for Unit 2 to revise for the assessment – you will complete it next lesson. Read, cover, write, check, correct for each section.</p>
<p>CVB, HF, MC, NH, RM, EH, CY, HW, ST, MM, AL, EP, CB, MD, JB, SS</p> <p>Requires improvement RC – underline date and title. Don't scribble/draw in your book.</p>	<p>JW, EP, MC, HW, JB, KB, CVB, FR, NH, CB, MD, HF, MM, RM, EH, AA, KL, AL, CB, SS,</p>	

Appendix 3

Presenting your work "The Birchwood Way"

Titles

Should have a capital letter and be underlined with a ruler

Today's Date

Should also be underlined with a ruler and written in full

Sub-Headings

Should be used to organise your work and underlined

Black Ink Only

Use your best handwriting

Extended writing organised in paragraphs

Corrections

Draw a neat line through your error

Never scribble out your errors

Drawings and Diagrams

Draw with a pencil and use a ruler for all lines

Use a pen for titles and labels

Doodles

No doodles should be in your book

Proof-reading

Always proof-read your work!