

FERRYHILL SCHOOL



FEEDBACK POLICY

RATIONALE

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

Feedback is defined by the EEF as 'information given by a teacher to pupil(s) about their performance that aims to improve learning.'

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). Research into practice shows that feedback is effective when:

- It re-directs or re-focuses either the teacher's or the learner's actions to achieve a goal.
- It is specific, accurate and clear.
- It encourages and supports further effort.
- It provides specific guidance on how to improve and doesn't just tell children when they are right or wrong.
- effort and resilience are reinforced by feedback

Our feedback principles align with our core values:

Demonstrate **Integrity**
Channel their **Creativity**
And strive for **Excellence**

AT FERRYHILL SCHOOL WE PROVIDE FEEDBACK WITH *EFFICIENCY* AND *IMPACT* IN MIND.

EFFICIENCY:

- We check for understanding
- We identify misconceptions
- We close gaps

IMPACT

- Feedback has a positive impact on learning
- Students make progress
- Gaps are closed

HOW DO WE GIVE FEEDBACK?

1. SET THE FOUNDATIONS FOR EFFECTIVE FEEDBACK

WE SET ROUTINES AND EXPLAIN HOW STUDENTS WILL RECEIVE FEEDBACK SO THEY CAN TAKE RESPONSIBILITY FOR THEIR LEARNING.

HOW DO WE DO THIS?

- Students are provided with models of excellence so they can aim high.
- Students analyse peers work so they can discuss the strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area.
- Teachers expect students to use DIRT time to respond to feedback in order to signpost their progress.
- Students highlight their understanding by responding to feedback using green pen.
- Students respond in full and detailed sentences in order to demonstrate their understanding.

2. DELIVER APPROPRIATELY TIMED FEEDBACK.

OUR TEACHERS USE 'LIVE MARKING', 'SUMMARY MARKING' AND 'DEEP MARKING' SO THAT OUR FEEDBACK MEETS THE NEEDS OF ALL LEARNERS.

HOW DO WE DO THIS?

LIVE MARKING:

- Teachers set appropriate tasks for students to complete.
- They allow an appropriate amount of time for students to engage with the task.
- Teachers circulate the room in order to check for understanding.
- They feedback to students in real time identifying misconceptions and successes.
- Teachers reinforce with written comments and or verbal feedback.
- Allow students adequate time to respond.

SUMMARY FEEDBACK (DELAYED FEEDBACK)

- Teachers take opportunities to highlight misconceptions at the end of the lesson.
- Students may leave books on the desk or the teacher may identify whole class misconceptions as the lesson takes place. Students may use exit tickets or an equivalent to highlight their misconceptions, thus alerting the teacher to them.
- Teachers evaluate their curriculum and use planning to address misconceptions via flashbacks in future lessons.
- Feedback is then used by the pupil to improve understanding.

DEEP MARKING:

- Teachers use subject specific feedback to highlight students' strengths and areas for development following a summative assessment. This could be the end of unit assessment or a progress checker.
- Staff locate up to three strengths related to the assessment criteria and ensure they are highlighted to students using accessible language using WWW (what went well).
- Teachers then identify no more than two areas for development in relation to the assessed piece using EBI (even better if). One area is more beneficial as students can focus fully on one specific element of their development.
- Staff give students appropriate consolidation time to allow them to respond to the subject specific feedback they have been given. Students use green pen to do this.

3. TEACHERS PLAN FOR HOW PUPILS WILL RECEIVE AND USE FEEDBACK.

TEACHERS UNDERSTAND THEIR STUDENTS AND PROVIDE FEEDBACK THAT TAKES THE FOLLOWING INTO CONSIDERATION:

- Pupil motivation and self-confidence - Feedback is positive and supports the needs of individual learners. E.g. one pupil may be motivated by feedback targeted at improving their learning and skills, another may be more interested in feedback that directly addresses how they can perform better in tests.
- Working memory: Teachers consider how the feedback they provide interacts with a pupil's working memory, being careful not to overload it. Different pupils will have different capacities and so teachers may need to adapt and provide simpler, clearer feedback to some pupils.

QUALITY ASSURANCE

Quality assurance is triangulated through collaboration between Deputy Head Teacher (Teaching & Learning), Director's of Learning and individual departmental meetings.

WHAT DOES THIS LOOK LIKE?

WORK SCRUTINY:

This is built into the academic calendar three times per year and has a clear focus. This will be a sample selected to ensure a broad and balanced view of the cohort and the quality of feedback across the curriculum.

WS1: - Learning journey for all KS3/KS4 students

WS2: - KS4 - with an emphasis on the curriculum and progress over time

WS3: - KS3 - with an emphasis on the curriculum and progress over time

LESSON 'DROP INS'

The Deputy Head Teacher (Teaching & Learning) and line managers will observe learning with the aim of gathering a broad and balanced view of feedback given to students during a lesson, both written and verbal.

DEPARTMENTAL STANDARDISATION:

Once every half term departmental standardisation takes place to ensure the quality of feedback given to students is consistent and more importantly, drives learning forward.

The information gathered from both lesson observations and work scrutiny exercises will inform the continuous professional development programme to ensure gaps in students learning are addressed.

FEEDBACK METHODOLOGY

WHAT	HOW	WHAT DOES IT LOOK LIKE IN BOOKS?
<p>We correct misconceptions</p> <p>'PYU'</p>	<p>Live feedback (both written and verbal)</p> <p>Summary marking in books using 'PYU'(Prove you understand) followed by a question relating to:</p> <ul style="list-style-type: none"> - Knowledge – recall data or information - Comprehension – understand meaning - Application – use a concept in a new situation <p>These usually require a factual response to prove students understand. Teachers may also ask students to describe a process/explain a concept/identify a method etc</p>	<p>Staff will use the feedback code PYU in the margin then they will pose a question in books or verbally to ensure students can show they understand. Students will then respond using green pen. The teacher acknowledges this.</p> <p>e.g.</p> <p>PYU: What is a simile?</p> <p>PYU: What is a prime number?</p> <p>PYU: What is lava?</p>
<p>We stretch and challenge our students and promote a thirst for learning.</p> <p>'DYT'</p>	<p>We ask challenge questions known at FERRYHILL SCHOOL as 'DYT' (deepen your thinking) so students can engage more deeply in their learning. Questions focus on:</p> <ul style="list-style-type: none"> - Analysis – separate concepts into parts; distinguish between facts and inferences - Synthesis – combine parts to form new meaning - Evaluation – make judgments about the value of ideas or products 	<p>Staff use the DYT feedback codes in the margin then they will pose a question in books or verbally. Students will then respond using green pen. The teacher acknowledges this.</p> <p>e.g.</p> <p>DYT: What impression does the writer create of Mr Birling?</p> <p>DYT: Explain how you got to your answer</p> <p>DYT: What is the impact of global warming?</p>

<p>We provide students with subject specific feedback which identifies key strengths and areas for development.</p> <p>'WWW/EBI'</p>	<p>Teachers use WWW and EBI (summative feedback) when students have completed assessments. This also includes cumulative work over an extended period such as a final project, a creative portfolio or an end of unit/chapter tests.</p> <p>Staff identify up to three strengths for students and one area for development. One area is more beneficial as students can focus fully on one specific element of their development. Staff give students appropriate consolidation time to allow students then respond to the subject specific feedback they have been given. Students use green pen to do this.</p>	<p>Staff use WWW and EBI at the end of the piece of work. They will locate up to three strengths related to the assessment criteria and ensure they are highlighted to students using accessible language using WWW (What went well). Teachers then identify no more than two areas for development in relation to the assessed piece using EBI (Even better if).</p> <p>e.g.</p> <p>WWW: You have used a number of persuasive techniques in your writing including a rhetorical question and emotive language, well done!</p> <p>EBI: To move your learning on you need to think about how you could use a triplet in your response. Can you think of one and show me below?</p>
<p><u>We ensure students show us how they've made progress</u></p> <p>Green pen response</p>	<p>Students respond to teacher and peer feedback in detail using green pen so we can see where they have made progress. This is carried out in DIRT time (dedicated improvement and reflection time)</p>	<p>Students progress will be signposted by green pen responses.</p>

<p><u>We correct subject specific spellings to promote high levels of literacy.</u></p> <p>SP</p>	<p>Each subject has a range of specific words that are important to learn. Teachers identify mis spelled subject specific words when providing feedback. Teacher use the SP feedback code in the margin so that students can see where they have made errors. They then address their misconceptions by correctly spelling the word in their books using green pen three times</p>	<p>Students will have written spellings out correctly three times underneath the correct spelling from the teacher.</p> <p>e.g. SP: <u>confusion</u></p>
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