



CHAILEY SCHOOL

Feedback Policy

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Chair of Governors

Head Teacher

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FEEDBACK POLICY

This policy connects most closely with the school's 'Teaching, Learning and Assessment Policy'. It is the result of several years' work in the school, our own classroom research, student voice, the ideas gleaned from working with the SSAT/EFA's 'Embedding Formative Assessment' project, PiXL, approaches to support students with dyslexia, the report on 'Eliminating unnecessary workload around marking' by the Independent teacher Workload Review Group, and various other authorities on the subject.

Key principles on feedback

Chailey School's approach to feedback is shaped by a set of guiding principles:

- Improving formative assessment and feedback is shown by research to be the most effective and least costly way of improving the learning and progress of students
- Feedback, however, is not merely marking (although good marking can be effective feedback) – it can be verbal as well as written
- For feedback to be effective, it must lead to learning and progress; thinking about it as 'feeding forward' can help
- Opportunities for formative assessment should be planned and built into lessons and learning
- Students should be 'owners of their own learning' and active players (rather than mere recipients) in this process
- Feedback during working, sometimes known as 'in flight' assessment, is often very effective; feedback given at the end is often ineffective unless it leads to a learning activity e.g. 'closing the gap' – correcting, amending and improving work; consider the value of a 'medical' as opposed to a 'postmortem'
- Summative assessment should also be used at key points in the course to inform judgments about attainment

1. Written formative feedback, and 'closing the gap'

The aim of written formative assessment is to provide students with clear guidance about how to improve their work. It should be 'meaningful, manageable and motivating'.

- In subjects with written components, teachers must regularly provide students with formative feedback
- It is often effective not to combine grades with written comments – grades can distract students from using the feedback effectively
- Formative feedback, however, should:
 - i. Be concise and easily understood by the student – focus on quality not quantity
 - ii. Identify and praise strengths in the work (preferably 'www' with a green pen or a green highlighter)
 - iii. Explicitly indicate what the student should do to make improvements (preferably 'ebi' with a red pen or orange/pink highlighter), or pose a 'progress question' to provoke student thought about next steps
 - iv. Encourage the student to take ownership of the improvement-making process
- Opportunities must be given for students to act upon formative feedback ('closing the gap' with a purple pen). This should be through further work in class e.g. re-drafting work.
- In Years 9-11 in particular, a planned approach should be in place to test and develop elements of understanding and skills according to examination criteria; this approach can be seen as 1. teach and assess, 2. diagnose, 3. feedback, 4. intervention and/or 'closing the gap' (deliberate practice) activities

- Where appropriate and relevant, students should also be involved in peer and/or self-assessment activities in order for them to develop an understanding of assessment criteria and procedures.

2. Spoken formative assessment, and evaluating student learning and understanding

The aim of spoken formative assessment is to gather objective evidence of students' understanding to adapt what happens in classrooms to meet student needs, again to lead to progress and learning. In some subjects and some cases, this can be more effective and appropriate than written feedback.

- Clarifying, sharing and understanding learning intentions and success criteria is an important part of this process
- High quality class questioning is central to successful and effective spoken formative assessment
- Explaining how to improve, and prompting thinking about that, is a key part of effective spoken formative assessment
- Developing and deploying a range of techniques to regularly support this in day-to-day lessons is very important – see the appendices for strategies that have been proved to work well at Chailey and elsewhere

3. Summative assessment

This is generally the least effective form of assessment in terms of leading to learning and progress. Instead, the aim of summative assessment is to gather objective evidence of students' performance to help inform judgments about standards of attainment.

- Summative assessment tasks must be carried by all departments at least once every half term, or according to agreed faculty marking rationale.
- Summative assessment tasks are often used at the end of a block of work and will involve a common task set across comparable sets or groups. These tasks can consist of:
 - i. An extended piece of writing
 - ii. An end of unit or Key Stage test
 - iii. A practical task, investigation or research project
 - iv. A speaking and listening activity e.g. a presentation
- Year 7 and 8 exams take place in Term 3 (cover Terms 1-3 work) and Term 5 (cover Terms 3-5 work)
- GCSE grades (A*-U, 9-1) or marks must be used when recording students' attainment on summative tasks at KS3 and KS4 respectively. Non-Ebacc subjects will continue to use thresholds in Years 7-8.
- Comments are not required
- Marks / thresholds / grades should be recorded centrally, and used as part of the evidence to inform reporting to parents, setting, the tier of entry for external exams, and predicted grades. This centralisation will also help support continuity whenever there is a change of class teacher.

4. Regularity of marking, workload, consistency and feedback

- Marking will look different in each subject area; faculty leaders have agreed and communicated with their team expectations over the regularity and most effective ways of marking. The basic principle of written marking of exercise books should be that if it is not going to lead to learning, it is not worth doing
- There is no expectation, in any subject area, for written comments in books or on homework.

- All subject areas will monitor presentation in books and use rewards and sanctions in line with the school's 'Presentation Matters' rules.
- Do not spend time adding unnecessary comments to exercise books – focus on what is important and leads to learning
- What has become known as 'deep marking' is often not helpful to teacher nor student – be wary of it.

Appendices:

1 Formative assessment techniques used effectively by teachers at Chailey School 2
Literacy marking code

Appendix 1: **Formative assessment techniques used effectively by teachers at Chailey School**

a) Clarifying and sharing learning intentions and criteria for success

My learning log, my triangle of learning and my reflections sheets

Students complete three sections of a learning log or all sections of a triangle of learning or reflections sheet, explaining what they already knew, what they learned during the lesson, what questions they still have about the subject matter

Two minutes to share what we learned

Two minutes before the end of the lesson, the teacher tells the class that each student must say one thing they have learned in the lesson – no repeats allowed. The teacher chooses a student, and if they say something acceptable, they stand. This process continues until the end of the lesson, at which point those standing are dismissed, and those still seated are kept for 30 seconds.

Exit ticket

Near the end of the lesson ask the class a question. Give each student an index card to write the answer on. As students leave the room they hand in their exit card. You look through the students' answers when planning the next lesson and decide whether they have understood the concepts well enough for you to progress. Students can write their names on the cards if it will be helpful for you (for example, to use as seating plans for the next lesson). You do not need to mark the cards. You can keep them or throw them away when you have finished with them.

Class basketball

Students stand and you pass a soft ball to one of them. This student gives one main idea from the lesson. The student then passes the ball to a second student who has to state a different main idea and pass the ball to a third student. Once a student has taken part s/he sits down and cannot be passed the ball again. This continues until you think that all the main points of the lesson have been given.

3-2-1

Students fill in an exit ticket with three things they want to practice, two things they would expect to be on a test, and one thing they enjoyed from the lesson

Reflective learners

Put up an A3 poster with four sections. See example provided entitled reflective learners – 'What is going well?' 'What can we improve?' 'What are the questions?' 'What are the issues?' – and give each student two post-it notes on which to add their views for two of the sections.

Student summary

One student summarises what the whole class learned during the lesson. You can select this student at the start or end of the lesson randomly (e.g. by using sticks, name cards or other method).

Modelling

Using the criteria for success, model and talk through your thinking process on how to answer a question. Write what you are doing on the board as you do this to show students how to achieve success or make the next piece better.

b) Engineering effective classroom discussion, questioning, and learning tasks that elicit evidence of learning

ABCD cards

Give each student a set of lettered cards (you might want to include Y and N, or T and F) and pose multiple choice questions of the whole class. This is most useful when there is more than one correct answer, or when the answers depend on the assumptions the students make – this can lead to good discussions.

Basketball discussion

Use a soft ball to throw to a student to answer a question. The student then passes the ball to another student to see whether the second student agrees with the first. The second student then passes the ball to a third student who comments on why the answer is correct or not. This can continue with questions like 'How? When? How long? Who else was involved? What else could have happened?' depending on the subject.

Class vote

Ask all students to vote on a question you put to the class with two or more possible answers.

Entrance ticket

Hand out a card to each student as they walk into the room and ask them to write the answer to a question posed on the board. Glance through the students' answers to help decide questions to ask the class, discussions, tasks to set, or how to seat students.

No hands up – except to ask a question

Only let students raise their hands if they have a question to ask. Do not let students call out. Use a random method of choosing which student answers a question, e.g. each student's name is on a stick, a small card, or on a randomising programme on the white board.

Mini white boards

Each student has a white board and is asked to write the short answer to a question posed by the teacher. Students hold up their white boards to show their answers to the teacher, who can then gauge how well students understand the concept, and whether to continue to teach the concept, or if some students should be moved to sit next to someone who understands.

Post-it notes on a continuum

Each student has a post-it note with their name clearly written on it. The teacher draws a horizontal line on the board with, say, opposing statements at each end and asks students to think about where they would place their post-it on the line to reflect their own view (e.g. caused entirely by humans versus an entirely natural phenomenon – where would you put global warming). Several students are then randomly asked to come to the board and place their post-it notes, explaining why they have placed it in that position. This can

also work with a line from zero to one and probabilities of events occurring. The post-its can be used many times over and kept in a corner on the board between lessons. Using four colours of notes helps divide the class into four groups, so that 'orange' students can be asked to come to the board and place their notes.

Wait watchers

Because it is hard for teachers to wait for three seconds after asking a question to allow students to think, it is occasionally useful to have a student volunteer with a stopwatch checking the teacher's wait time for a whole lesson.

Phone-a-friend

Sometimes when students are chosen randomly to answer a question they really do not know the answer, and may feel awkward and embarrassed. It may be useful to allow them to 'phone-a-friend', another student in the class who may be able to help them answer the question.

Quizzing

There are a variety of methods here. Kahoot is one (and use the part that gives you a spreadsheet that shows you which questions students got right or wrong. 'The Intensive Fifteen' (five minutes concentrated individual revision of lesson subject matter and understanding, five minutes of peer testing, five minutes of repeated rapid questions around the class) can also help.

Hinge-point questions:

1. A hinge-point question is based on a concept in a lesson that is important for students to understand before the teacher moves on in the lesson.
2. The lesson can go one of two ways depending on student understanding, which is made clear from the students' answers to the hinge-point question.
3. A hinge-point question can be asked at any point in a lesson.
4. A good hinge-point question meets the following criteria:
 - it doesn't take too long to ask (e.g. around 30 seconds)
 - it doesn't take too long for students to respond (e.g. around a minute)
 - all students in the class respond at the same time
 - it doesn't take too long for the teacher to scan and interpret the responses (no more than 30 seconds)
 - students who get the answer right get it right for the right reason.
5. The format of the hinge-point question is not important. It can be in constructed-response format, where the students write their answers on mini whiteboards and hold them up for the teacher to see (e.g. 'Give me a fraction between one-sixth and one-seventh') or it can be in multiple-choice format. Multiple-choice questions with a single correct answer need to be designed very carefully, because there is a significant probability that at least some students have reached the correct answer by guessing. However, when a multiple-choice question has multiple correct answers, then the probability of reaching a correct answer by guesswork is much less (e.g. with five options, the probability of getting all the correct answers by guesswork is only one in 32)

c) Providing feedback that moves learners forward

'Stop and jot'

The teacher models how to answer a question. Students are then given a similar question and a block of time to 'jot' down an answer. Students work in silence and the teacher circulates giving personalised 'inflight' verbal feedback whilst identifying who needs further help.

Guided learning

This is where small groups of students work in turn with the teacher on 'closing the gap'. The work should not be marked by the teacher, but the students should act on the advice and ideas that come from those discussions. In the ideal model of guided learning, specific students should be working to support others in the class while the teacher is working with a particular group.

Marking for improvement

When grading students' work, record a grade in your grade-book but give only written comments on how to improve to students. Give students time to read the comments in class and one week to resubmit the work. The final grade is the average of the first and resubmitted grade (tell the students all three grades).

Mastery marking

Only accept student work when it is of a specific quality. You might only give one grade, an A. Students are expected to continue to re-draft and resubmit their work as many times as necessary in order to achieve an A. The overall grade is then determined by the number of As.

Focused marking

Mark student work against one or two specific criteria, even though there may be many criteria that could be marked. This allows you to provide more focused and detailed feedback on these criteria than if everything was marked. The mark-book contains the skill marked rather than the title of the work set.

Find and fix your mistakes

Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.

Margin marking

Instead of marking each spelling or grammar mistake on essays, place a mark in the margin. Students then find their own mistakes, and correct them.

Traffic lights

Give students a RED, AMBER or GREEN mark for a piece of work. All RED and AMBER work can be redrafted in an attempt to achieve a GREEN mark. The final grade is calculated from the number of GREEN and AMBER marks.

Aim for the next level

Students identify areas of improvement by comparing their work to exemplars at the next level of achievement. Students realise that they need to set themselves higher standards. Able students find that they can improve a good piece of work.

Match comments to work

Write comments about students' work on strips of paper without names. Sit students in groups of four. Each group of four students gets back their four pieces of work and their four comments. The group needs to decide which comment goes with which piece of work.

d) Activating students as owners of their own learning

Question strips

Students write questions about anything they want more information about or that they are unclear about. The teacher then reads through the questions, answers the main themes, and alters future teaching if needed.

Sharing exemplars

The teacher uses student work from another class, previous year, or a teacher mock-up to share with current students.

Gots and needs

Students write on a post-it note or card something they understood (got) about the lesson and/or something they still do not understand (need).

Homework help board

Students identify homework questions they struggled with, put them on the board, solve them each other.

End of lesson summary

A student provides a summary of what the whole class was expected to learn during a lesson.

Evaluation with marking schemes

Students check their own work against a marking scheme so that they can internalise the characteristics of good work.

Students write the question

Students develop questions to deepen their own understanding of the topic being studied.

Plus-minus-interesting charts

Students write on a flip chart what was positive, negative or interesting about a lesson.

e) Activating students as instructional resources for one another**Round-robin**

Students working in a group circulate their work to other members of the group and each adds a post-it note with suggestions for how to improve the work.

Two stars and a wish on peers' work

Students exchange books and give comments to a peer by writing two positive things (stars) about the work and one thing that s/he 'wishes' the other student would do to make it better. The comments should be specific to the qualities of the work and provide clear guidance on what to do to improve.

Homework help board

Students identify homework questions they could not do, put them on the board, and solve them for one another. The teacher only needs to work on those problems that no-one else can solve.

Best composite answer

Students in a small group build a composite answer by taking the best features of each of their individual answers, making them recognise strengths and weaknesses across the original individual answers. Students who did not originally understand some aspects of the question learn a lot from their peers.

Students check peers' work against pre-flight checklist

Students exchange books and check each other's work against a pre-flight checklist (a list of required components e.g. title page, introduction, three paragraph explanation, conclusion). The checklist can be prepared by the teacher or students. Some checklists will be generic whilst others may be specific to a particular assignment.

Question strips in groups

Students talk in small groups to check their understanding and then submit a group question to the teacher if no-one can answer it within the group. The questions address the areas the students do not understand or those where they want to learn more. The teacher notes themes and responds, adapting future teaching where needed.

Students check peers' work with mark schemes

Students exchange books and use a familiar mark scheme that helps them evaluate a peer's work. Students provide feedback, but usually not grades or levels.

Appendix 2: **Literacy marking code**

One element of formative assessment is marking to improve the standard of students' literacy. This is significant, not only because marks are now widely awarded in GCSE examinations for the quality of literacy (or SPaG), but also because the quality of written communication is vital as a life skill.

This is not just the responsibility of the English faculty but of all staff in the school. Do not try to mark every piece of work, or every error, using the code below. Instead focus on particular pieces of work and concentrate on correcting specific key errors. Corrected spellings should be written out three times. For those who face problems through dyslexia, encouragement and pride in success is particularly important – techniques such as ticking all the correct letters in a word, or words in a paragraph, can help.

Sp	Spelling error
P	Punctuation error
WW	Wrong word
^	Missing word
Circled letter	Capital letter mistake
//	New paragraph
T	Wrong tense
NAS	Not a sentence
G	Grammatical error
?	Unclear