Le Rocquier School

Whole School Feedback Policy

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LEAD PERSON: **DEPUTY HEADTEACHER SBa**

*This policy is not about teachers providing **more** written and oral feedback. It is about providing smarter feedback; feedback which is **formative,** which is linked to **agreed criteria** and feedback which enables students to **reflect** on their learning and to regularly engage in an ongoing process which **improves their quality of work and understanding.** Feedback should be **purposeful, concise** and **impactful.***

This policy should be read in conjunction with the Marking and Planning policy from the Education department July 2018

Our Approach at Le Rocquier School – Core Principles

We believe

➢ Questioning is a core assessment for learning tool for any teacher. Questions should be targeted by named respondents as well as targeted by level of difficulty (Bloom's taxonomy). Rich questioning engages students in asking questions of their peers and teachers.

➢ Peer and self-assessment are the cornerstones of effective feedback. Therefore students need to be trained as assessors of their own and others' work. They need to learn the tools and language to critique their work and the work of their peers. It is advisable to start with peer assessment using frameworks like "medals and missions", 2 stars and a wish or a feedback sandwich and then graduate onto self-assessment. To embed assessment for learning practice, the students need to experience peer and self-assessment regularly.

➢ Feedback will usually be in written form, which is timely, targeted, purposeful and meaningful and use appropriate subject-specific language. It should clearly identify the gaps in students' knowledge and understanding. Written feedback should be provided for longer assessed pieces of work and students should be given the opportunity to respond with **Dedicated Improvement and Reflection Time (D.I.R.T.).**

➢ Oral assessment is vital; it promotes learning and raises student self-esteem. Students should be required to extend others' answers, evaluate them and "bounce" responses from one class member to another. Research shows that immediate feedback has the greatest impact and therefore it is more likely to be oral.

➢ High impact feedback points out strengths and areas for improvement against learning intentions/outcomes. Teachers should use feedback as an opportunity to engage students in

a dialogue about their learning. This will ensure that students can articulate what it is they need to do to improve. At Le Rocquier, we want our students to know what their strengths are, what targets they have and be able to explain how to achieve those targets.

➢ Feedback should be linked to whole school numeracy and literacy objectives whenever writing takes place.

➢ A whole school rubric for Literacy is available for all classrooms, to highlight a set of basic standards which **ALL** teachers should promote and develop at every opportunity. Coded symbols will be linked to a specific literacy or numeracy standard. These symbols can be used by teachers when providing feedback to students. Students should be required to correct their writing (or part of it) in line with the feedback.

➢ Teachers should consider using time saving techniques; for example PiXL's 'Correct and Perfect' strategy or whole class feedback to a particular task/question, rather than individual student feedback.

➢ Where possible, students should be encouraged to become 'feedback detectives' – eg encouraged to work out what is missing or inaccurate in their work, rather than the teacher always explicitly pointing out errors.

Operational Guidelines

Teachers

1. All students can expect to receive detailed formative feedback twice per half term related to the approach best suited to the age group, subject and piece of work. At Key Stage 4, assignments and test papers should usually be returned to the student within 5 work98ng days.
2. Marking will be completed using a different coloured pen to the student's; preferably not red.
3. Staff should plan D.I.R.T into their lessons either by way of a lesson starter, 1:1 target setting in the lesson or via a plenary at the end of the lesson. Specific time should be allocated for D.I.R.T tasks. (DIRT = Dedicated improvement and reflection time.)
4. Feedback will identify at least one meaningful strength as well as two areas for improvement/further consideration and help to motivate students to progress.
5. Verbal feedback will take place every lesson, with ongoing assessment shaping the lesson.
6. Review current practice to ensure that feedback is meaningful, manageable and motivating.

Students

1. Students will read/listen to the feedback and will take responsibility for developing their work, which will include editing and drafting skills. They will become 'assessment capable' in checking and correcting their own work.
2. Students will accept the challenge of learning, feel motivated and take responsibility for improving their own work.
3. They will act as peer assessors using an established framework.
4. They will use contrasting ink to show their improvements during DIRT activities.

Parents/guardians

1. Parents will review their son/daughter's work and ask them questions about the feedback to check understanding.
2. Parents will alert subject teachers to any concerns they have about the feedback they see.

Subject Leaders

1. Leaders will ensure that fully resourced and collaboratively developed schemes of learning are in place which support the delivery and assessment of student progress.
2. Leaders will role-model best practice by making time for teachers to share their effective practice at team meetings and engage in professional discussion which focuses on the outcomes for students.
3. Leaders will regularly sample students' work to support their teams and ensure guidelines are being followed to monitor the impact on student progress.
4. Leaders will hold termly student focus groups to assess the ongoing impact of feedback and share the outcomes with their teams.
5. During lesson visits, leaders will review work and ask students if they know how to improve.

Senior Leadership Team

1. SLT will discuss with staff to ensure that written feedback is monitored and evaluated against the impact it is having on student progress.
2. SLT will schedule work samples to quality assure feedback throughout the year.
3. SLT will ensure that targeted staff development is offered to those teachers who require an update or refresher.
4. SLT will promote best practice by considering the latest research about feedback and challenge. They will review written feedback practices and, where resources allow, facilitate teachers working with other departments and schools.
5. SLT will publish this policy and refer to it at parent/guardian evenings. They will invite feedback from parents about feedback and assessment.

References and further sources of guidance

- Assessment Reform group (2002) 10 Principles for Assessment, http://www.assessment-reform-group.org.uk
- Education Endowment Trust (2016) Written Marking Review https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/
- Effective Questioning and Classroom Talk http://www.nsead.org/downloads/Effective_Questioning&Talk.pdf accessed February 2018
- Marking and Planning Guidance for Jersey teachers Sept 2018