

## Stanchester Academy Feedback Policy DRAFT

We believe that the aim of feedback is to 'improve the *pupil*, not just the work' (D. Christodoulou). The Education Endowment Foundation have found that providing feedback has a very high impact (6+ months) on learning outcomes, provided that the feedback focuses on giving clear, actionable steps for how to improve. Feedback is only useful if students respond to it, so giving dedicated time to students for them to reflect and improve work is essential. We are also mindful that providing frequent feedback can have implications in terms of teacher workload and our policy outlines strategies and an expectation of regularity of feedback which enable learners to make the most progress whilst being feasible for teachers.

### Aims of Feedback

- To help students make progress;
- To provide a roadmap or recipe for improvement: giving strategies and actions for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their work and presentation;
- To identify and address common misconceptions, with a strong focus on literacy.

Any strategies mentioned in bold text below are in our **Outstanding Learning Guide**. You can find a checklist for each strategy, along with further reading and video examples, [here](#).

### Feedback: What, When, and How?

#### Key Stage 3

##### **Verbal – 'Mark Live'**

- Verbal feedback should be given each lesson. The teacher circulates with purpose and checks students' books during independent work, targeting the specific students who most need support first.
- Checks should be made for: presentation, quality, quantity and quantity of work and understanding.
- Teachers will direct and guide students to self-check their work for the quality of literacy using the **Stanchester Literacy Checks**.
- Common misconceptions and errors in the lesson should be identified and addressed using student work under the visualiser, using a strategy called **Show Call**.

##### **Whole Class Feedback**

To keep workload manageable, we will use whole-class feedback as our default method of checking work, with no requirement for teachers to write comments in books:

- Teachers should check every book of every student every 5 lessons (or every 2 weeks for core subjects).
- Curriculum Leaders will decide which pieces of work will be checked in the scheme of learning.
- Teachers identify common misconceptions across the class and clear next steps. In the next lesson, there will be a feedback session (see below) to share these with the class and practice areas of improvement.
- Teachers may use the **whole-class feedback proforma** to record this, or may choose to record and share this information in a different format as appropriate.
- Whole-class feedback is an opportunity to celebrate progress and effort. Students who have demonstrated excellent progress or effort will be publicly praised and rewarded.

##### **Individual Feedback**

- Teachers should provide feedback on end of unit assessments, with a grade where appropriate.
- Teachers may choose to give written comments on work more frequently if appropriate.

## Green Pen

### *Self*

- Self-assessment/marking should take place in lessons, where appropriate, with use of green pen. This includes low-stakes quizzes such as the Self-Starter.
- Students should write out corrections, not just tick and cross their work.
- There should be evidence of this each lesson.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

### *Peer*

- Peer feedback should take place in lessons, where appropriate, with use of green pen. This includes weekly low-stakes quizzes.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

## Key Stage 4

Same as Key Stage 3, plus:

- Teachers will mark exam questions (homework, classwork), but self-marking and peer marking in green pen is also acceptable, where appropriate.
- Where appropriate, KS4 work should be graded.

## Feedback Sessions

Once work has been checked, students must be given time in class to improve their work based upon the areas identified when looking through students' work. Examples can be found in the interactive OLG guide.

- The focus and majority of time should be spent on misconceptions/knowledge and follow-on tasks linked to this.
- Evidence of improvement in understanding (student response to the areas identified) must be explicit in exercise books/work/performance.
- Subject areas may decide on the format of these tasks.
- Students should use green pen to complete improvement work, including corrections made to an existing piece of work.
- Feedback tasks are decided by the class teacher, some examples include answering a similar question to the original task set, completing an exam question, or gap-fill exercises.
- The teacher may decide how long is appropriate to spend on the feedback lesson, this could be from 15 minutes up to the entire lesson.
- This should normally take place in the lesson after books have been checked.
- The teacher should build opportunities for review of misconceptions into future lessons, for example, in Self Starter questions, weekly quizzes or home-learning tasks.

## Monitoring and Evaluation

- Curriculum Leaders will complete a work scrutiny once per unit of their subject and will give feedback to teachers in their team.
- Department meetings also have a weekly book/work sampling agenda item.
- Heads of Year, the SENDCO and SLT will complete work scrutiny with a pupil voice discussion once per term.