

# EFFECTIVE FEEDBACK POLICY

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### Document Control

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### Document Approvals

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### Document Distribution

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## 1. Introduction

### 1.1 Our principles of gathering evidence of learning

At FPHS we understand that assessment is all about learning, it is to build a shared understanding of the progress a pupil has made and to provide pointers for further development in the knowledge and skills required for excellence.

When we assess it should:

- Be part of our planning of teaching and learning and linked to curriculum targets of the knowledge and skills required on the continuum of deep, secure, developing, emerging
- Focus on how pupils learn and developing working memory
- Be central to classroom practice and responsive teaching
- Promote our commitment to the learning goals and a shared understanding of the criteria by which they are being assessed
- Be based on developing key knowledge and skills required for success in both KS3 and KS4
- Provide pupils with constructive guidance about how to improve
- Develop pupils capacity for self-assessment so that they become reflective and self-managing on their journey to deep learning
- Inclusive for all pupils

**(Also see Assessment, recording and reporting policy)**

### 1.2 Feedback

- Feedback is the term we use to describe our academic conversations with pupils
- Feedback to pupils is the day to day verbal and written communication with pupils, the sole purpose of which is to further pupil's learning.
- In order for this communication to take place there will need to be assessments of the learning taking place by each pupil.

## 2. Gathering evidence

We will use different types of assessment in order to gather evidence and give feedback:

- 2.1 Formative assessment** – informs teachers of what knowledge/skills have been learned/understood by pupils, in a lesson or series of lessons, and to identify gaps and misconceptions, to enable teachers to adjust their planning to meet the needs of pupils and to gather evidence of where a pupil is on the continuum of Deep, Secure, Developing, Emerging.

This may take the form of:

- Rich questioning during lessons
- Marking of pupils' work

- Observational assessment
  - Regular short re-cap activities
  - Scanning work for pupil attainment and development
- The teacher will decide what data/information to be recorded from these assessments

*'Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.'*  
(Commission on Assessment without Levels)

**2.2 In-class summative assessment** - enables schools to evaluate how much a pupil has learned at the end of a teaching period.

Faculties will decide when they need to make such assessments, the nature of these assessments, their frequency, what data will be collected and the format of that data.

SYNOPTIC ASSESSMENT – summative assessment of learning over a longer period of time eg. End of year examinations

**2.3 Nationally standardised summative assessment**

### **3. Using CREATE to gather evidence teachers will consider:**

- 3.1** Assessment scope –what are you assessing?
- 3.2** Assessment practicalities –are you assessing what you have taught?
- 3.3** Assessment for memory –are you interleaving the learning from previous units?
- 3.4** Assessment difficulty –you need to consider this, how can all pupils access it?
- 3.5** Assessment design –multiple choice, vocab questions, essay writing?
- 3.6** Assessment validity –are all pupils having the same experience? Are the conditions the same for each pupil?

## **4. Learning Goals**

### **Key stage 3**

- 4.1** At the start of each new module/unit of work pupils should begin a new learning goals sheet. Each learning goal sheet should be for a module/unit of

work of no more than 6 weeks duration and be based on the knowledge and Skills of the SOL **Purpose of the learning goal sheet**

1. To give pupils opportunity to be more involved in their learning
  - Pupils will know what they need to learn
  - They will know on what they are being assessed
  - Pupils can see the path their learning will take
2. To assist teachers in their planning
  - Give clarity about what and how they want pupils to learn **Impact**
  - Allows no ceiling on expectation as teachers can see what pupils need to do to progress beyond expectations.
  - Allows progress to be tracked against expectations
  - Supports teacher planning
  - Allows students to demonstrate what they know, understand and can do through assessment that is best fitted to the learning objectives

John Hattie states

***“The more transparent the teacher makes the learning goals, the more likely the student is to engage in the work needed to meet the goal.”<sup>1</sup>***

## **5. Feedback to pupils**

**5.1** At Falinge Park High School our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong.
- Opportunity to respond to feedback

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further pupil’s learning ; to be meaningful, manageable and motivational

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<sup>1</sup> John Hattie: Visible Learning for Teachers

- Feedback should use tier 3 vocab in order to enhance pupil vocab repertoire
- Written comments should only be used where they are accessible to students
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than comments provided at a later date; this should be built into pedagogical choices
- Feedback is provided both to teachers and pupils as part of the assessment process in the classroom and takes many forms, including written comments
- Feedback is part of the schools wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make progress
- All pupil's work should be reviewed by teacher sat the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books
- Praise should be given for a pupil who has shown effort, persevered and stepped up to a challenge therefore displaying the habits for learning outlined in the **compelling behaviour policy**

## 5.2 Feedback is given in three ways

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Where it will be seen
Immediate (Formative)	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching' including questioning, book work, visualiser etc. other pedagogical strategies for gathering evidence of knowledge and skills acquisition</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• Opportunity for pupil response</li> </ul>	<ul style="list-style-type: none"> <li>• Learning observations and learning walks- pedagogy</li> <li>• Use of literacy or subject specific guidance from the teacher or TA</li> <li>• Some evidence of annotations or use of marking/highlighting</li> <li>• Improvements evident in books either through editing or further working</li> </ul>

Summary (Formative)	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer-assessment against an agreed set of criteria</li> <li>• In some cases, may guide the teacher's further use of review feedback' focusing on areas of need</li> <li>• Opportunity for pupil response</li> </ul>	<ul style="list-style-type: none"> <li>• Learning observations and learning walks-pedagogy</li> <li>• Lessons planned to include this type of feedback. Embedded in to SOL</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
Review (written feedback)	<ul style="list-style-type: none"> <li>☐ Takes place away from the point of teaching using Faculty marking success criteria</li> </ul>	<ul style="list-style-type: none"> <li>☐ In books/ folders/ performance/ other work produced</li> </ul>
(can be formative or summative)	<ul style="list-style-type: none"> <li>☐ Will involve written comments/ annotations for</li> <li>☐ pupils to read/ respond to Provides teachers with opportunities for assessment of knowledge, understanding, or application of skills</li> <li>☐ Leads to adaptation of future lesson through planning via the curriculum objectives of each faculty</li> <li>☐ Will lead to future learning goals being set for pupils either for immediate response or response after learning</li> <li>☐ Opportunity for pupil response</li> </ul>	<ul style="list-style-type: none"> <li>☐ Written comments and appropriate responses/ action</li> <li>☐ Adaptations to teaching sequences tasks compared to planning</li> <li>☐ Use of annotations to indicate future learning needs</li> </ul>

## 6. Cross-Curricular Literacy Feedback

**6.1 All staff must** correct punctuation and basic grammar errors as well as the spellings of the most commonly used words - such as because, whether, which – as well as correcting subject specific vocabulary. Staff should ensure that pupils are using Standard English in both written and oral communication and that they are promoting tier 3 vocabulary whenever possible. MFL will do this in target language.

Staff should be judicious and use their professional judgement in relation to marking spelling for different groups of students.

Staff can either use the codes below or use a highlighter to identify errors. In either case there must be **clear evidence of pupils making corrections which are acknowledged:**

Sp. = spelling error

p. = punctuation error caps.

= a capital letter is needed

## **7. Monitoring, Evaluation, Development**

- 7.1** Learning reviews will evaluate the pedagogical approach to responsive teaching and evaluate the quality of this and the impact on pupil learning
- 7.2** SOL will clearly outline the continuum of Knowledge and skills
- 7.3** Faculty and subject leaders will triangulate evidence of learning through moderation, book sampling and pupil voice
- 7.4** The Assessment hub will engage with research and cascade at department level
- 7.5** On-going work with the Assessment Academy will ensure our assessments are robust and rigorous
- 7.6** Assessments will be triangulated against national comparisons where appropriate (for example, reading age scores and mid-Yis.