

Feedback Policy



Southend YMCA
Community School

building a future

Approved by:	The Headteacher & The Governing Body	Date: July 2024
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What is feedback?

'All teachers understand the importance of providing meaningful feedback. Done well, it supports student progress, building learning, addressing misunderstandings, builds positive learning relationships and thereby supports closing the gap between where a student is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects'. Education Endowment Foundation (EEF) Teacher Feedback to Improve Student Learning Guidance Report' (2021)

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high quality feedback leads to significant progress over the course of a year.

As part of subject curriculum development work we will be following the recommendations outlined by the EEF Teacher Feedback to Improve Student Learning Guidance Report' (2021) using the key principles:

- Lay the foundations for effective feedback;
- Deliver appropriately timed feedback that focuses on moving learning forward;
- Plan for how pupils will receive and use feedback;
- Carefully consider how to use purposeful, and time efficient, written feedback;
- Carefully consider how to use purposeful verbal feedback;
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback;
- Use the Rosenshine Principles of Teaching & Learning to effectively feedback to support students to experience success

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teaching uses a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result. With the advancement of technology there are different methods we can use which provide effective and purposeful feedback to students in a more timely way. The disruption in teaching and learning during the pandemic has resulted in significant changes to teaching and learning, it is essential that we embrace the positive opportunities from a technological perspective and continue to develop our pedagogical practices to develop feedback including the use of visualisers etc.

Aims of Feedback

1. To help students make progress;
2. To provide strategies for students to improve;
3. To support the embedding of the Rosenshine Principles;
4. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
5. To inform planning and structure the next phase of learning;
6. To facilitate effective and realistic target setting for student and/or the teacher;
7. To encourage a dialogue to develop between student and teacher;
8. To encourage students to have a sense of pride in their presentation of work;
9. To correct mistakes, with a focus on literacy/vocabulary skills;

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Lee Thorne, Headteacher

Main Principles of the feedback policy

Our schools feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

The general principles are:

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- When marking, feedback should be relevant to that student e.g. EHC/ISP outcomes/Entry Levels;
- If areas of concern are raised when marking, this should be flagged up to the SEN team;
- A dialogue, both verbal and written, should be created between teacher and student. When marked work is returned to students it is essential to allow time for students to read the comments and engage with the feedback;
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;
- There should be three pieces of *detailed feedback** per term as the agreed maximum. To ensure consistency, schemes of learning/progress maps will be annotated with which pieces of work that will include detailed feedback;
- Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback, particularly at this time.

*Detailed feedback of work formally assessed that is linked with the qualification and assessment criteria needed for the course.

Type and frequency of verbal feedback

- This is the most frequent form of feedback;
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned;
- School based student and staff voice conducted during the Summer term 2024 showed that verbal feedback was highly valued by all cohorts of students, particularly our more vulnerable students.

Type and frequency of written feedback

- Written feedback can be provided directly onto hard copies of student work such as in exercise books, or onto electronic/ computer-based tasks;
- The frequency of written feedback will vary between subjects and key stages (6th Form); agreed minimums should be clear in the marking policies of each subject area;
- Subjects with a high practical contribution may rely more heavily on verbal feedback but written feedback will still be evident;
- Detailed feedback will clearly identify the strengths and strategies for improvement that students will then act upon
- When providing feedback on key pieces of work literacy/vocabulary will be addressed

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Type and frequency of peer feedback

- This is shown by research to be one of the most effective modes of feedback, and peer to peer interaction has been shown to be one of the things students have missed since joining the school. Effective peer feedback is rigorously structured and modelled by the teacher;
- Unnecessary sharing should be avoided at this time so peer to peer verbal feedback would be encouraged over peer written feedback;
- Dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge (EEF Metacognition and Self-Regulated Learning Guidance Report).

Type and frequency of self-feedback

- Different to peer feedback, students need an explicit and clear structure to identify their learning needs;
- Modelling and scaffolding works for students to experience success
- Teachers should share success and/or assessment criteria where appropriate.

Type and frequency of group feedback

- Group feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess their work.
- Group feedback, can significantly reduce teacher workload and if used well and appropriately be used as dedicated reflection or improvement time.

Literacy and numeracy feedback

- If the literacy standards of our students are going to improve we must give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored when providing detailed written feedback;
- Work should be marked for literacy using the following symbols:
 - **Sp** incorrect letters circled in the word = incorrect spelling
 - **//** in the student's work, means start a new paragraph
 - **/** missing words
 - **?** unclear meaning
 - **P** faulty punctuation
 - **C** capital letters;
- We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum, this will be led by the Maths teacher to look at the ways that are needed for formal assessments in exams.

Monitoring and Evaluation

- Subject teachers must ensure their individual feedback statement or policy, included in their SoW or Curriculum Overview, supports the school policy. This should clearly identify the type and frequency of feedback in subjects based on the content and needs of the students;
- Senior Leaders and the extended Leadership team undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc.
- Senior Leaders will check feedback as part of the quality assurance process, this will be outlined as part of the Senior Leaders Responsibility plan
- Staff have feedback stamps that will be used to positively impact staff feedback and monitor the use of all kinds of feedback. The stamps have 3 individual uses.
 - 1. A simple 'emoji of faces' providing basic feedback on learning and engagement or as a student self-evaluation; 😊 Easy / 😐 OK / 😞 Hard
 - 2. 'Lesson objectives achieved' to evidence completed work and ensure students experience success
 - 3. 'Verbal feedback given' to evident when there has been verbal feedback that a student has responded to.

Leaders, at all levels, will monitor and evaluate feedback. This will ensure all students receive the appropriate feedback they need in order to continue to make progress. Scrutiny of teacher feedback will take the form of:

- Progress monitoring (books/ folders scrutiny)
- Learning Walks
- Student Voice
- Lesson Observations
- Leadership Data / Progress packs triangulating the feedback given
- Scheduled Review Days
- OFSTED inspections
- External Audits and visits (SIP)

Exemplar Starting Comments:

Students need to see consistency in feedback across the subjects, therefore it is important for common terminology to be adopted. e.g.

- This answer is good because.....
- Your conclusion would be even better if.....
- Your next step(s) is/are (a comment about HOW to improve their work)
- I like this piece of work because.....
- You clearly understand.....because you have shown/used/identified..... etc. Good.
- You have managed to work toward your outcome by

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