



ST. SAMPSON'S HIGH SCHOOL

Feedback Policy

Last Review Date:	November 2024
Reviewer:	PSH
Next Review due:	September 2025

Feedback Policy

1. Introduction

1.1 Rational

- Feedback should only be used to promote learning.
- Written feedback is useful but there are many other forms of feedback which can be more effective.
- Feedback should be more work for the student than the teacher
- It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to traditional marked work.

2. Principles of feedback at SSHS

- To deepen learning and allow students to make good progress
- To be rapid and immediate within lessons wherever possible.
- To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment which could be formal data points or regular low stakes testing/checks. This is to ensure feedback is always effective in developing student learning (see below for examples)
- Written feedback allows students to receive detailed, personalised feedback which includes a strength and target/s for further development. In addition to this, written feedback is employed when necessary and meaningful, as part of live marking during learning.
- Teachers regularly look at students' books to help 'feedforward' and plan effectively for lessons.
- Time is built in to develop student reflection through effective use of self and peer assessment.

3. What does feedback look like at SSHS?

Feedback will be specific to the subject and specific task the students have carried out. The type of feedback should be decided upon by teachers within each department and chosen on the basis of maximising learning.

3.1. Live marking

- Immediate marking of the work by the teacher. Students act immediately on this during in-class feedback.
- Teacher giving verbal feedback during lessons to small groups, the whole class or individuals. Students act upon this feedback.
- Consistent high-quality learning dialogue between teacher and student during the lesson. Students act upon this feedback in different colour pen.
- The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class. Students act upon this feedback in a different colour pen.

3.2. Self-assessment – (SA)

- We will need to have a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers

- Whenever possible, the teacher provides students with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.

Other Strategies to consider:

- Colour coded Success Criteria: Students underline/shade their own work when they have met the success criteria which allows them to see what they have included/omitted in their work.
- Providing students with a mark scheme from the exam board.
- Provide students with a list of errors typical of those made by the group; this could be a connect activity. Share and ask students to pick out what is wrong and then re-draft correctly.

3.3. Peer assessment – (PA) Student marker/Lead learner:

The teacher could ask a student, in order to strengthen their understanding, to go around the classroom marking other students' work. Students can be rotated with answers so that one is not singled out as being more able.

Other strategies that could be employed:

- Sharing good examples of students' work using the visualiser at appropriate points in the lesson to allow students to reflect on their own work and share ideas for improvement.
- Photocopy five examples of work, students to peer assess on the photocopied examples, then use what they have learnt from this activity to go back and improve their own piece of work.

3.4 Teacher marking

- Teacher uses literacy codes to provide feedback on corrections/actions which need to be addressed next lesson.
- Use of written feedback on selected work for students to act on. A positive comment should be made which relates to the learning objective, for example, a strength, a star or a grade. A target where the success criteria has not been met, for instance and a suggestion or a question to allow opportunity for further progress. See below for further information on Acceleration.

Other strategies that could be employed:

- Make a list of errors typical of those made by the group; this could be a connect activity. Share and ask students to pick out what is wrong and then re-draft correctly.
- Prepared stickers/sheets which offer insightful feedback suitable for the individual to act upon.
- Books are reviewed between lessons and differentiated feedback offered through whole class feedback, post it notes, codes, mini master classes.
- Students' work is annotated with follow on activities, extension questions, which either consolidate learning or probe for a deeper understanding.

3.5 Teacher Guidance for effective student reflection

- Keep it focused. If you simply hand back work to students and tell them to improve it all, then the response will invariably be less than successful! They need specific support and to avoid overloading students we need to focus in upon specific improvements to their work.
- Model and scaffold. Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. It is strongly recommended that a visualiser is used to support this.

- Reflection time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

3.6 Acceleration: We are not looking for perfection and we want students to learn by their errors. Encourage the process of Acceleration: making additions, redrafting, improving and correcting are excellent examples of AfL. The perfectly presented book with no additions, redrafting, improving or corrections may be an indication that the work is not challenging enough or there are no AfL opportunities. Acceleration is something we want to see on day-to-day work.

3.7 Marking for Literacy Using Whole School Codes

- We are committed to the development of student’s literacy across all subject/key stages. Below is a list of literacy marking symbols. Teachers should utilise literacy codes when and where necessary within the work. This could be done when looking through books or through live feedback/markings.
- Teachers should also focus on subject specific errors to encourage knowledge of key vocabulary. Break words down for deeper understanding.
- Marking for incorrect writing structures should be evident.
- Ask students to go back and identify their own errors.
- Highlight or segment spellings particularly if consistently incorrect.
- Ask questions related to what is incorrect in the piece of work.

Sp (with word underlined)	Try this spelling again or write out three times (where appropriate)
//	Begin a new paragraph
WO	Show your working out
^	Word missing/insert letter
Gr	Incorrect use of grammar

3.8 Standards and Expectations of Presentation External appearance of the book/portfolio/folder:

- All books must have the following clearly stated:
 - Student name
 - Subject
 - Teacher Current
- There should be no other form of writing or drawing on the cover of the book (except if departments have their own book covers designed).
- If students have two teachers the subject leader will decide upon whether it is appropriate to share the book or to have two books. There must be evidence of the work from all members of staff. If the book is shared, both teachers’ names should be clear on the front of the book.

3.9 Internal layout:

- The date, title and any side title should be underlined using a ruler.
- Handwriting should be neat and legible.
- All written work should be completed in black or blue pen.
- Only use a pencil for illustrations, tables, pictures and diagrams.
- All crossing should be done with a single ruled line.
- Worksheets and assessments must be glued in flat into exercise books neatly and in chronological order where possible. Sheets should be, ideally where possible trimmed to fit the books.
- If a piece of work is homework, it should be labelled as such.
- There should be no doodling/drawing/scribble anywhere in the books.

If students do not demonstrate the above then they will not receive the 3 class merits for that lesson.