



MEADOW PARK SCHOOL

Feedback Policy

Approved by: Jeremy Butt

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At Meadow Park School, we recognise the importance of feedback as part of a Responsive Teaching cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Assessment for learning is a powerful way of raising the achievement of students. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim. It is not an add-on, **it is central to effective learning and teaching.**

Our policy is based on evidence of best practice from the Education Endowment Foundation and other expert organisations as well as action research in our own context. The research shows that effective feedback should:

- Redirect or refocus either the teacher's or 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

The DfE's expert group emphasises that marking should be: **meaningful, manageable and motivating.**

Key principles

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

- The sole focus of feedback should be to further students' learning;
- Evidence of feedback is for the benefit of students' learning; we do not provide additional evidence for external verification;
- Written comments should only be used where appropriate to the task completed and must be understood by the students;
- Feedback delivered closest to the point of teaching is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback can take different forms- not just written- and departments can use different strategies relevant to their subject;
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- Teachers at the earliest appropriate opportunity should review all students' work and it will then influence future planning and students' learning.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that students are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a unit of work.

Feedback and marking in practice

It is vital that teachers evaluate the work that students undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Instant 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)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement. As a school we place considerable emphasis on the provision of instant feedback. Where feedback is based on a check of work completed (summary feedback), the focus will often be on providing feedback for the teacher to further adapt their lesson planning (responsive teaching).

Meadow Park School marking

As part of our Feedback policy there are two types of marking that teachers can use. Live marking (Instant feedback) and written comments (Review feedback). For both, teachers should mark in a way that sets an example of good presentation to the student and which is clearly distinguishable from the student's work.

When commenting on a student's work teachers should follow the process outlined below:

- Explain clearly to the student **What Went Well (WWW)**. This should be clearly recorded.
- Explain clearly how the student could further improve their work (**Even Better If - EBI**). Again, this should be clearly recorded.
- Staff can also use marking feedback sheets which summarise the WWW and EBI and should be stuck in
- The learning objectives and success criteria are the reference point for all feedback, including written feedback where applicable.
- Feedback must be personal to the student and in best practice EBIs should be task-based. This may be by modelling how an answer could have been structured, perhaps provide a more challenging question for the student to attempt (take it further task) or consolidating learning, or part answering the question and leaving it for them to complete.
- **Never** put a grade or level next to a formative comment. If a grade or level is needed it should be added once comments have been actioned, or recorded elsewhere away from formative comments.
- Marking and written comments will be part of review feedback and will **mainly be on assessments and practice exam questions**.

Students should be allowed time to reflect and act upon formative feedback during lesson time with their teachers. This should be achieved by:

- Planning DIRT (Dedicated Improvement Reflection Time) into lessons for students to act upon EBI comments made by the teacher.
- Students should complete EBI tasks and write responses to formative marking comments on their work that show evidence to the teacher that they have understood and acted upon comments made.
- Redrafting work following instant, summary or review feedback should be expected and shown clearly in students' work.

Feedback contributes to Assessment for Learning only if the information fed back to the learner is actually used by the learner in making improvements and the feedback is related to the success criteria.

Literacy across the curriculum

All teachers are expected to contribute to promoting literacy across the curriculum, regardless of subject area. When a piece of work is teacher-assessed and formative feedback provided, spelling, punctuation and grammar should be checked. As a basic rule, any subject specific word that is incorrectly spelt should be highlighted and the code **Sp.** written in the margin. Students must correct spellings. Where basic punctuation errors are spotted, these should be corrected and the code **P.** written in the margin.

Numeracy across the curriculum

All teachers are expected to contribute to promoting numeracy across the curriculum where appropriate in their subject area. Additionally, when a piece of work is teacher assessed and formative feedback provided, calculations and accuracy should be checked. As a basic rule, calculation errors should be identified and labelled with the code **C**, and problems with accuracy with an **A**. During reflection time, in lessons, students should be asked to correct their calculations and accuracy.

Training and Continuing Professional Development

It is the responsibility of subject leaders to ensure that all staff are supported to mark effectively and provide feedback in line with the school's policy and in the most effective way for each subject. Subject leaders should identify where specific CPD needs arise and liaise with the member of SLT responsible for CPD to ensure support and training occurs to ensure that policy is followed.

Department meetings should reflect on good practice in marking and feedback and act as a forum for classroom teachers to share ideas, approaches and strategies for effective marking within their subject areas.

Monitoring

Subject leaders and TLR holders should monitor the quality and frequency of feedback by colleagues within their subject areas in line with the Quality Assurance (QA) schedule, though a greater frequency of monitoring is desirable. Members of the SLT will also regularly see students with samples of their work and would expect to see the policy being adhered to. If concerns arise the subject leader will work with the colleague in the first instance and LT support as necessary.

See APPENDIX C and D for examples and how evidence will be monitored - student voice, lesson samples and learning walks and book scrutinies.

Feedback Policy on a Page

- **Teachers should “plan for feedback/marking”.**
 - When writing SOL and lesson plans, think about when and how work should be marked.
 - Plan clear success criteria for student tasks as this will help reduce the marking load and provide a focus for your WWW and EBI comments.

- **Teachers should plan to give instant and summary feedback in lessons**
 - Most feedback should take place in the lesson or at the end of an activity/lesson.
 - Feedback can take different forms, but should be planned as part of the SOL to be most effective.
 - Immediate feedback will often be given verbally with or without live marking to individuals or small groups.
 - Summary feedback will often include self/peer assessment and whole class feedback

- **You DO NOT need to mark student notes, unless appropriate.**
 - High quality marking of key assessment pieces will make much more of a difference to a student’s learning and outcomes than marking all of the notes and ticking every page.
 - Use effective peer and self-assessment strategies and exit tickets to mark non-teacher assessed work. Students should use **green pens** to differentiate this marking.

- **Where marking is used it MUST be formative.**
 - Never put grades next to comments in the first instance. Ensure students action feedback first. EBI feedback should be action based (see 5 Rs of action-based feedback appendix E)
 - Comments must be legible and accessible for students to understand to make an impact on learning.

- **Students MUST have time to reflect on and respond to all EBI comments.**
 - If EBI action tasks have been set they must be completed

- **Ensure that all students label their work as “Classwork” and/or “Homework”.**
 - Homework can be teacher assessed, self-assessed and/or peer-assessed. Not all homework needs to be marked by the teacher every time.
 - However, all homework must be acknowledged and be attached to books/folders.

- **Marking literacy and numeracy in ALL subject areas.**
 - Spelling of key subject specific words must be taught in all subject areas.
 - Words that are incorrectly spelt should be underlined and **Sp.** written in the margin.
 - Where appropriate, calculation errors should be marked with a **C**. All numerical accuracy errors should be identified using an **A**

- **Subjects Leaders and SLT will carry out regular work scrutinies and student voice to monitor marking.**
 - Good practice within subject areas should be celebrated and shared with others.
 - Work scrutinies will provide evidence for departmental SEFs and self-evaluation procedures.
 - Monitoring will allow subjects to target CPD where it is needed to further improve teaching and learning.

Types of feedback

Type	What it looks like	Evidence (for observers)
Instant	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc. • Takes place in lessons with individuals or small groups • Often given verbally to students for immediate action • May involve use of a TA to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the live marking code 	<ul style="list-style-type: none"> • Lesson reflections/learning walks • Some evidence of annotations or use of marking code/highlighting • Use of hinge questioning • Peer assessment
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson/ unit or activity • Often involves whole groups or classes (whole class feedback) • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against a set of success criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson samples/Learning walks • Timetable pre and post teaching based on assessment • Evidence of self and peer assessment • May be reflected in selected focus review feedback (marking) • Whole class feedback • Peer assessment
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involved written comments/annotations for students to read/respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaption of future lessons through planning, grouping or adaption of future attention or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comment and appropriate EBI actions • Adaptions to teaching sequences/tasks compared to planning/curriculum maps • Use of differentiated tasks/challenge responding following marking

Appendix C

These are examples from FP2 and can be used as WAGOLLS for the development of subject specific feedback at Whitely Academy in the Summer Term 2022.

Subject	Main feedback strategies used
English	Live marking – literacy, Entrance and Exit tickets, Review marking for extended writing, Peer assessment,
Mathematics	Live marking – numeracy, Exit tickets, Numeracy Ninjas, Hot tasks,
Science	Feedback sheets, whole class feedback, live marking
Humanities	Live marking – literacy, Whole class feedback, Review marking for extended writing, AfL-Hinge questions, Whole class feedback, peer assessment.
MFL	Live marking – literacy (MWBs), Review marking for extended writing
Art and Photography	Instant verbal feedback, Feedback sheets/strips, Comments on GDrive portfolios
Drama	Instant verbal feedback, written/highlighted success criteria as target/focus
Music	Instant verbal feedback
D&T/Food, P & N	Instant verbal feedback, Live marking – literacy/numeracy, Socrative (or similar online testing), Peer making against exam mark scheme (KS4), whole class feedback.
ICT/Computing/Business	Instant verbal feedback, whole class feedback with DIRT
PE	Instant verbal feedback, whole class feedback.

