



# FEEDBACK POLICY

**Reviewer: L Lakin**

**Reviewed: January 2017**

**APPROVED BY THE CURRICULUM AND STANDARDS  
COMMITTEE ON JANUARY 2017.**

**SIGNED:**

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(Chairman of Governors)

**DATE:**

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This policy has evolved gradually, through a culture of learning and sharing good practice across the school. The current policy is very different from its humble beginnings, and these changes, in themselves, reflect the learning journey that has taken place as a school.

“Marking” is a central part of a teacher’s role and can be integral to progress and attainment. Written responses offer a key way of providing feedback to students and helping teachers assess their students’ understanding. But it is only one way to give feedback, there are many other equally effective and sometimes more effective ways to ensure that students get regular and productive feedback.

Our policy is underpinned by the evidence of best practice from the **Education Endowment Foundation** and other expert organisations: The EEF research shows that effective feedback is one of the most effective and cost effective ways of improving student learning. The studies of feedback reviewed in the Teaching and Learning Toolkit produced by the EEF, Sutton Trust and Durham University found that on average the provision of high-quality feedback led to an improvement of 8 additional months’ progress over the course of one year. As the EEF stated, high-quality feedback practice should:

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

**In 2014, the Department for Education Workload Challenge**, marking was identified as the single biggest contributor to unsustainable workload; a consultation that gathered more than 44,000 responses from teachers, support staff and others.

While in 2015, **Ofsted confirmed** that an assessment of marking would be included in inspections, but that decisions about the type, volume and frequency of marking completed would be at the discretion of individual schools.

Following this, in **March 2016 the report of the Independent Teacher Workload Review Group** stated that “marking had become a burden that must be addressed” that written feedback had become disproportionately valued by schools and that the quantity of written feedback had become confused with the quality. The Review Group stated that “marking should be meaningful, manageable and motivating”

The development and content of this policy, is not only guided by the above context, but confirmed by the **Ofsted School Inspection Update (Issue 8) published in November 2016**. In which Sean Harford HMI, National Director for Education stated that:

*The last three school inspection updates have included information about our mythbusting work, including drawing attention to the reports from the DfE’s Workload Challenge review groups that looked at marking, planning and data management.*

*As I have said before, marking has proved to be one of the harder myths to bust. In part, this has been because we have continued to report on it extensively at some inspections, especially with reference to areas for improvement in previous inspection reports from some time ago. I remain concerned that we continue to see some inspection reporting which gives the impression that more detailed or more elaborate marking is required, or indeed that it is effective in promoting pupils’ achievement. Inspectors must not give the impression that marking needs to be undertaken in any particular format and to any particular degree of sophistication or detail; the reference to marking on page 10 of the school inspection handbook deals with this.*

*As both the Workload Review group on marking (March 2016)  
[www.gov.uk/government/groups/teacher-workload-marking-policy-review-group](http://www.gov.uk/government/groups/teacher-workload-marking-policy-review-group) and the  
Education Endowment Foundation (April 2016)*

*educationendowmentfoundation.org.uk/resources/-on-marking/ reported, there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning. So until such evidence is available, and regardless of any area for improvement identified at the previous inspection, please do not report on marking practice, or make judgements on it, other than whether it follows the school's assessment policy. Also, please do not seek to attribute the degree of progress that pupils have made to marking that you consider to be either effective or ineffective. When reporting, please do not make recommendations for improvement that involve marking, other than when the school's marking/assessment policy is not being followed by a substantial proportion of teachers; this will then be an issue for the leadership and management to resolve.*

**The Teacher Standards** state that “*teachers should give pupils regular feedback both orally and through accurate marking and encourage pupils to respond to feedback*”. But the “responding to feedback” could simply be trying to address this feedback in the next assessment.

The significant signposts to note are:

- Feedback is only used to promote learning
- A lot of feedback will only be seen in lessons, as learning is taking place
- The quality and effectiveness of feedback will not simply be monitored through “book checks”
- It is ok 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
- As teachers you will do less, but better
- But, this does not mean that you will not look at books. Immediate, fast and effectively planned feedback activities should result in you being able to review more work, more often in a timelier way.

## **2. Aims of the Feedback Policy:**

- To maximise the progress of all students of all ages and abilities
- To provide students with the right help and support to “be the best that they can be”
- To provide strategies for students to know how to improve in all subjects
- To give students dedicated time to improve their learning
- To create a continual and meaningful learning dialogue between the student and the teacher
- To encourage a sense of pride in student work
- To promote the whole school focus on developing literacy skills
- To effectively address teacher workload issues; so that all teachers can “do less, better”
- To empower teachers to have the scope to create and devise the most effective methods of feedback in their subject areas
- To eradicate the myth that the only type of effective feedback is that which can be “seen” because it is written
- To promote the highest quality and consistent feedback practice in all lessons at all times

### **3. Principles of the Feedback Policy:**

At Culcheth High School a set of core principles guide our whole school practice. These principles are listed below.

- The sole focus of feedback should be to deepen and celebrate learning
- Almost all feedback should be rapid, immediate and happen within the lesson
- Feedback happens as students practice, to ensure that errors don't become learnt habits
- Feedback is high quality, not high quantity
- Feedback happens when it is needed to promote learning, there is no set timescale
- Marking student work is only one method of providing feedback and is only used when it promotes further learning.
- Written feedback is only used when really necessary and meaningful to the learning process
- Marking less, does not mean looking at books less.
- Teachers have more time to review learning more often when feedback is used effectively
- Feedback almost always requires students to do something to improve or develop their work
- Students must spend as long, if not longer on feedback activities than teachers do
- Feedback is the information to “feedforward” and plan effectively for future learning
- Feedback responds to the needs of individual students

Sections 4 – 8 on the following page, specify in more detail the common whole school approaches that are employed to deliver the principles of feedback. However, learning is uniquely different across subject areas and therefore effective feedback will look different in each subject. All subjects aim for excellence in their feedback and follow the whole school principals and approaches, but how they do this will look different in different subject areas.

**Subject specific feedback policies** have been written by each departmental area and are stored on the school resources system, which can be accessed at any time by following or clicking the link ([Staff resources/Feedback Policy/Departmental Policies](#)). The subject specific departmental policies provide the specific details of the practices that happen in each subject. These policies outline the core, consistent practices that all teaching staff in the department use in order to provide students with effective and meaningful feedback in the subject. The departmental policies are reviewed annually and updated to reflect the ever changing and evolving practices of departments as feedback pedagogies develop.

### **4. Immediate Feedback**

- Is the most valued type of feedback at Culcheth High School
- Is a “varied” toolkit of teaching and learning strategies that are deployed effectively by teachers to promote and deepen learning; Some happen in the lesson and others involve effective and fast feedback strategies in student books when checking or “marking” of work is required
- Enables rapid corrections of misconceptions by the teacher live within the lesson
- Happens at the point of learning in lessons
- When appropriate, students will complete immediate feedback in red pen, so it is easily identifiable by students and parents
- A lot of immediate feedback will involve the students reflecting on and acting on feedback at the point the feedback is received
- It will be difficult to identify most of these feedback strategies in a “book check” as many are verbal and hinge point activities that adapt and change the direction of learning as required
- This type of feedback must be planned for to effectively promote learning for all

## **5. Verbal Feedback:**

- This is the most frequent form of feedback in all subject areas and happens throughout lessons every day
- It has immediacy and relevance and leads to direct student action
- It may be directed to individuals or groups of students; these may or may not be formally planned
- This can be captured, if relevant by the student to support their learning
- Verbal feedback will not be seen in “book checks”. This quality support will only be visible in lesson observations and learning walks as the lesson is happening live

## **6. Peer and Self Feedback:**

- When used skilfully, with expert planning this is a powerful way to deliver feedback to students on how they have performed and how they could improve their work further
- Effective peer and self-feedback is rigorously structured and modelled by the teacher
- The danger of “false” feedback is always planned for carefully, to ensure that the assessment for learning benefits of these strategies is achieved without the false or inaccurate judgements
- Peer and self-assessment is most effective when focussed on skills and content rather than attainment grades and levels
- Teachers share learning objectives, outcomes and success/ assessment criteria to enable students to have a secure understanding of what they are assessing in their feedback
- Written peer and self-feedback is clearly titled in the case of peer feedback include the name of the student giving the feedback.
- Written peer and self-feedback should be teacher verified as soon as possible
- Students need to be well trained over a period of time to effectively peer and self-assess. This process will be clearly led by the teacher.

## **7. Students Acting on Feedback:**

- This is the action that closes the feedback loop and impacts most on student progress
- Acting on feedback is not effective when students simply repeat or reform the formative comments from the teacher; it does not reshape their learning or allow a student to show their understanding of the teacher feedback.
- Acting on feedback is most effective when students physically develop, add to or redraft work
- The timing, deployment and value of these opportunities, needs very careful planning as a department and constant review. There is no expectation as a school that students will always redraft or develop sections from assessed work as this may not be the most effective time to do this, and if work is redrafted at this point, it can unintentionally lead to the problem of triple marking for staff or reducing the value for students in these redrafted efforts.
- Used most effectively, students are acting on feedback as part of immediate and fast feedback activities taking place in the classroom, rather than always bolted onto the end of current learning activities.
- It is good practice to identify when and where this improvement time takes place in student work to help students refer back to this work and make it distinct from content based learning

## 8. Written Feedback:

- There is no expectation that every piece of work students complete will receive written feedback. Especially work or notes completed as a class, will not require detailed teacher marking.
- While, as a school we are keen to embrace a sensible and realistic approach to workload and the marking burden. **This does not mean that we have a “no marking” approach.** As professionals, we are able to make the judgement about when a piece of work requires checking or marking; the identification of issues such as keywords, literacy and presentation issues are still very important at Culcheth High School to enable all students to continue to make progress and students should act upon these.
- Every student must receive **detailed written feedback** on **specific pieces of work** during an academic year. This is planned for and happens consistently across each year group in every department. This feedback should be clearly evident in their books and files for students and parents to see and refer to.
- In many departments, it may well be the Core Assessments (See Appendix 2: Assessment Blueprint) that are identified for detailed written feedback, but this does not have to be the case. Departments may wish to use Core Assessments for summative assessment only, simply providing an assessment of attainment and written feedback to improve learning will have taken place before this. In these cases, departments will identify other key pieces of work where students will receive quality detailed written feedback to help them improve their progress and attainment in the subject.
- Written feedback, when undertaken, will be personalised to the student and their work
- Written feedback will be in green pen, so to be easily identified by students and parents
- Written feedback will identify the strengths and areas for improvement. Students should act upon these targets, which may be in their next piece of work. There is no requirement for DIRT work after every written feedback activity or “triple marking” of work, where students redraft and teachers remark assessments.
- Literacy marking codes are essential to support the whole school approach to raising levels of literacy attainment. To do this, teachers must use the full range of CHS literacy marking codes.

## 9. Quality Assurance (Learning Walks, Learning Talks and Lesson Observations)

At Culcheth High School, we passionately believe that the best kind of feedback to students is more teaching and lots of practice. We are working hard to not mistake activity for achievement in student books. Managerialism is not privileged over performance and no teachers should ever complete a feedback activity so that it “looks good” for a book check.

We do not expect or solely rely on books to evidence the high quality and regular feedback that takes place across the school. The Quality Assurance system enables a review of feedback to take place within classrooms through coaching observations, learning walks, learning talks and student voice. In addition, the Always Learning time enables regular opportunities for sharing good practice within and across departments in school. Please refer to our Quality Assurance Policy for guidance on timing, structure and Bluesky processes. All information captured is designed to support further work and development of feedback strategies.

As a guide to support staff and visitors into our classrooms at Culcheth High School, below is a selection of the types of feedback strategies you could see deployed within classrooms. This is a generic list to illustrate our school principals and practice. If you are visiting a lesson please also refer to the subject specific Feedback Policy, stored on Staff Resources ([click here](#))

Type of Feedback	What this looks like at Culcheth?
Immediate Feedback	<ul style="list-style-type: none"><li>• The teacher gathering feedback from teaching – have they got it?</li><li>• Use of mini white boards, apps or online quizzes to review learning of all in class quickly and identify misconceptions, uncertainties or errors in learning</li><li>• Takes place in the lesson can be with small groups, individual or as whole class activities</li><li>• Often leads to an immediate marking of the work by the teacher, student or a peer.</li><li>• Teacher places codes, or annotates a section of work in a lesson to be reviewed, uses the literacy marking codes, but expects the students to make the corrections in the lesson themselves.</li><li>• Question and answer activities using random name generators and other approaches enables the teacher to review current knowledge and understanding.</li><li>• May involve the use of a teaching assistant to provide support or further challenge</li><li>• Mini quizzes, low stakes testing, 5 – day questions as a starter or plenary activity, cloze style activities or a “question to try” are all quick ways of assessing students current knowledge, recall or understanding so that adaptations can be made to enable more learning to take place. These are all good activities were students can self or peer mark instantly in the lesson using red pen.</li><li>• Reflection activities at key “review” points in the lesson are used well, to enable students to consider the progress they are making or skills they are using. Annotation or notes in red pen can help students to see the change between own work and feedback or review work.</li><li>• May include highlighting or annotating work according to the mark scheme or success criteria for the lesson</li><li>• Every classroom has access to a visualiser and these can be used to great effect in immediate feedback activities with student work being used to model progress, WWW and EBI analysis.</li><li>• Following a lesson of instruction and practice, as “exit ticket” activity is completed. Only this work is marked from the lesson, but quickly informs the teacher of the next steps for next lesson</li></ul>



	<ul style="list-style-type: none"> <li>• Dot or code marking is used for fast feedback to students next lesson or at the end of a lesson, normally linked to a coded sheet or information displayed on the classroom board</li> <li>• Selective marking of work takes place ready for next lesson, where only the students who are uncertain or completed a specific task submit books for marking.</li> <li>• Prepared stickers, sheets and activities can enable quick feedback and actions during and after lessons.</li> </ul>
Verbal Feedback	<ul style="list-style-type: none"> <li>• High quality learning dialogue in lessons enables regular verbal feedback</li> <li>• Higher order and differentiated questioning strategies are deployed</li> <li>• No hands up questioning strategies, demonstrate an involvement of all</li> <li>• Answers are not praised quickly, only perfect is perfect</li> <li>• Teachers regularly push for more detailed answers to questions, with thinking time and “pose, pause, pounce, bounce” style strategies involved in good questioning approaches.</li> <li>• Modelling of student work is used regularly and is discussed and reviewed to enable students to see visually and understand the steps to success.</li> <li>• Peer and self-assessment discussions of model answers enabled to analysis of the features and criteria required to improve or complete work</li> <li>• There is a climate for learning within classrooms. Students are comfortable asking questions and answering questions to extend their knowledge and understanding. There is a willingness to take a risk and have a go because of the trust between teachers and students that the verbal feedback supports their learning.</li> <li>• Between lessons student books are reviewed and checked and a class crib sheet of feedback is provided verbally next lesson, with planned follow on activities completed by all or differentiated on the basis of need.</li> </ul>
Peer and Self Feedback	<ul style="list-style-type: none"> <li>• Normally identified in a different colour pen so that is easily identifiable as different to any teacher feedback in green.</li> <li>• Usually involved structured classroom discussions and reviews</li> <li>• Students discussing, reading and reviewing work together in pairs or larger groups</li> <li>• Work regularly displayed within the learning environment on the classroom board, using the visualiser or I-pads and apps, displays and worksheets</li> <li>• Mark scheme or criteria are provided and used or annotated to provide a focus to the type of features that are being reviewed</li> <li>• Student work would be annotated</li> <li>• A culture of sharing and modelling will be well established where this technique is used regularly</li> <li>• When used, teacher checking and moderation will normally be evident by ticking, stickers or comments to ensure that all feedback is accurate. Teacher moderation in itself is helpful assessment for learning information providing insight into a student’s understanding and application of the criteria.</li> </ul>
Students Acting on Feedback	<ul style="list-style-type: none"> <li>• DIRT activities, reflections and target setting or review worksheets enable students to review and reflect</li> <li>• “Yellow boxes” and improvement phases are created and planned for</li> <li>• Students redrafting work/ developing and improving work</li> <li>• Taking place before and/ or after assessed work</li> <li>• Students underling titles, correcting SPAG errors using the literacy codes</li> <li>• Reference back to core assessment targets before the next assessment is completed enables students to focus on a key area of their work for improvement</li> </ul>

Written Feedback	<ul style="list-style-type: none"><li>• Takes place away from the point of teaching and learning</li><li>• Involves written comments/ annotations of student work</li><li>• Summary written comments sum up overall strengths and weaknesses</li><li>• Subject specific codes for marking may also provide further detail through the work</li><li>• Provides teachers with formal opportunities to assess understanding</li><li>• Will be seen at specified points, following the department schemes of learning.</li><li>• Written feedback should be appropriate to the age and ability of the student and help both students and parents understand what they are doing well in a subject and what they need to work on next to develop their work further</li><li>• There is no prescribed format or layout for these written comments, but may take the form of WWW, EBI or strengths and areas for development</li></ul>
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## APPENDIX 1: MARKING CODES – COMPULSORY

- In order to develop a consistent approach to marking, the whole school marking codes should be used
- When marking for spelling, the focus of corrections should be on subject specific words

Code in margin	What it means	What the teacher will do	What you can/must do about it
<b>Sp</b>	Spelling	~~~~~ Place a Sp in the margin and underline the word. (max 3 per page)	<ul style="list-style-type: none"> <li>• Use the LOOK-COVER-WRITE-CHECK method, writing the correct spelling three times in the margin.</li> <li>• Make up a mnemonic for the word.</li> <li>• If it is a homophone, write a sentence in the back of your book for each possible spelling of the word.</li> </ul>
<b>P</b>	Punctuation	○ Place a P in the margin and circle where the missing punctuation should be.	<ul style="list-style-type: none"> <li>• . Ends a sentence.</li> <li>• ; Joins two sentences.</li> <li>• , Breaks a sentence down into more easily understood sections.</li> <li>• “ ” Indicates direct speech – the actual words spoken by someone.</li> </ul>
<b>NP</b>	New paragraph	// Place 2 parallel lines where the paragraph should start	<ul style="list-style-type: none"> <li>• Remember – if in doubt, space out.</li> <li>• If there is a change of topic, time, voice or viewpoint then change paragraph.</li> </ul>
<b>G</b>	Grammar	~~~~~ Place a G in the margin and underline the sentence or phrase	<ul style="list-style-type: none"> <li>• Read the sentence or phrase.</li> <li>• Work out what feels wrong with it.</li> <li>• Change or add words/punctuation until it feels right.</li> </ul>
<b>H</b>	Hand writing	~~~~~ Place a H in the margin and underline the sentence or phrase.	<ul style="list-style-type: none"> <li>• Write more slowly.</li> <li>• Spread your handwriting out.</li> <li>• Do not join up your writing if necessary.</li> <li>• Use a line guide.</li> </ul>
<b>C</b>	Capital letter	Place a C in the margin and underline the letter	<ul style="list-style-type: none"> <li>• Re read the sentence or phrase</li> <li>• Work out where the capital letter should be used and why</li> </ul>
<b>?</b>	One or more aspects of the writing make it difficult to understand.		<ul style="list-style-type: none"> <li>• Read through your writing.</li> <li>• Go back to the planning stage.</li> <li>• Write an improved rough draft in the back of your book.</li> <li>• Show your teacher or a friend.</li> <li>• Re-write a neat copy</li> </ul>
<b>^</b>	A word or phrase is missing from the answer or paragraph		<ul style="list-style-type: none"> <li>• Read through your answer</li> <li>• Look for any additional words of phrases you could have added</li> <li>• Ask a friend for their opinion</li> <li>• Check with the teacher</li> </ul>

## Appendix 2: Culcheth High School Assessment Blue Print

1. There is a <b>long term plan</b> of valid assessments for Year 7 -11
2. The long term plan for assessments is RAG rated to show level of <b>validity/ accuracy</b> of each task
3. All assessments are planned using subject specific <b>progression criteria</b>
4. At the very minimum all <b>core assessments</b> are completed by all students in all classes
5. There is <b>one core assessment</b> per <b>unit of work</b> , or <b>every half term</b> for longer units at a min
6. All KS 3 assessments have been <b>strengthened</b> , following KS3 and KS 4 curriculum changes
7. All KS 3 core assessments are marked using an <b>KS 3 level and <u>sub level</u></b> until further notice
8. All KS 4 assessments are <b>valid</b> as they only use <b>exam board questions and mark schemes</b>
9. All KS 4 core assessments are marked using a <b>GCSE Grade</b> , using exam board grade boundaries
10. All core assessments are <b>reliable</b> because of regular and effective <b>departmental moderation</b>
11. <b>Moderation</b> is undertaken before marking the full set of core assessments
12. Where possible the department plans for opportunities to <b>externally validate</b> assessments
13. At least 4 scripts per unit are purchased annually to check <b>reliability</b> of marking in department
14. <b>Question Level Analysis (QLA)</b> is collected after core assessments and reviewed as a department
15. There is an <b>internal department tracking system</b> (EXCEL sheets) to record, track and monitor Core Assessments, alongside WAGs, Forecasts and Snapshot grades
16. The HoD has analysed <b>exam board raw mark and UMS grade boundaries</b> for the last 4 years, and has used this to inform a departmental policy for grade boundaries and mark allocation
17. The HoD ensures <b>Progress Review</b> data is accurate and reliable at each collection point
18. The HoD uses department tracking and SISRA to <b>analyse GAPS</b> in assessment and progress data and acts on information found to raise the attainment and progress of students.
19. <b>Forecast grades</b> should be a <b>professional judgement</b> about the overall progress each student will make by the end of the course based taking everything into account.
20. <b>WAG grades</b> should take into account all the <b>core assessments</b> undertaken up to that point, but should not by definition exceed the Forecast grade.

## **REVIEW**

This policy was agreed on \_\_\_\_\_

It will be reviewed in detail by the governors on a three yearly cycle.

A copy of this policy will be placed on the VLE and all staff will be issued with a copy of the policy annually.