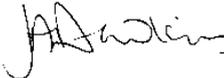




Castle Manor Academy

Feedback Policy

Date Approved	16 th November 2017
Signed	(Chair of Local Governing Body)
Name	 Justine Dawkins
Minuted	16 th November 2017
Date of Next Review	September 2019

VISION

Our vision is to improve the life chances of all our children and young people whatever their backgrounds, skills and capabilities. We are committed to and value everyone in our Academy. Our ambition is to provide the best education we can, enabling our children and young people to become responsible, independent members of society.

1. Rationale

The Teacher's Standards state that teachers should *'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'* This policy outlines the definitions, purpose and practice of Feedback at Castle Manor Academy. Done properly, feedback is the most powerful intervention in which a teacher can engage. This policy seeks to be realistic about the work-life balance of a teacher whilst not compromising the core task of improving outcomes for students. Feedback is our agreed approach to offering students specific guidance which they act on in order to improve and make progress. The impact of the varying forms of feedback used with students daily should be visible in books, folders and alternative methods of recording - on occasions this may include, for example, tick and flick marking. Whilst *"Ofsted does not expect to see any specific frequency, type or volume of marking and feedback..."* - they will look for all learner groups to be making progress over time - the ideal would be to exceed national expectations. For such progress to happen, this policy must be applied consistently by all those involved in students' learning. Feedback ought to have a visible impact on learning.

2. Principles

Formative Assessment lies at the heart of the process of promoting student's learning. It provides a framework within which objectives may be set through: effective planning, tailoring, continuous monitoring of student's progress, target setting and reliable and accurate judgements about student's attainment. Feedback is defined as the flow of information between teacher and student which informs teaching and learning. The student is central to this process and must be encouraged to participate in regular learning conversations with their teachers.

The main purpose of feedback is to reduce discrepancies between current understanding and performance, and a goal.

Giving young people feedback about their work is a crucially important aspect of the learning process. It is in this way that we are able to:

- inform teacher's planning to ensure quality teaching, interventions and differentiation;
- raise standards;
- assess students on a day to day basis;
- help to clarify what good performance is;
- check that the students have understood what has been taught;
- show students that their work is valued;
- provide opportunities to close the gap between current and desired performance by showing students *how* to improve and helping them to understand the next steps

in their learning;

- encourage a dialogue about learning between the teacher and the student;
- facilitate the development of self-assessment (reflection) in learning;
- show progress over time;
- promote a positive self-image and growth mind-set for learners;
- tailor the learning experience for the student and prepare them to perform to potential in summative tests;
- provide evidence for reporting.

The purpose of feedback is not just to comment on progress to date, but to **fix** the errors and omissions in students' knowledge and understanding and to help students identify exactly what a good piece of work looks like.

3. Staff Responsibilities

<p>Teacher is responsible for...</p>	<ul style="list-style-type: none"> • the quality and timing of the feedback • supporting the student to secure understanding • ensuring that students respond to feedback in order to continue to progress • keeping a record of the feedback they give (see: Appendix 1) • ensure all learners can access the feedback that is given through clear and tailored methods of communication
<p>Team Leader is responsible for...</p>	<ul style="list-style-type: none"> • modelling the expected use of feedback • ensuring that feedback is a regular agenda item at Team meetings • developing a framework for departmental feedback systems that is appropriate to the curriculum • ensuring that staff and students have access to subject specific exemplar marking and feedback materials for reference • ensuring that the Team support school policy through regular Lesson Observation; Work Scrutiny and moderation • the Quality Assurance of feedback within their Team • ensuring teaching and support staff receive support in tailoring their feedback to those with SEND;
<p>Leadership Team is responsible for...</p>	<ul style="list-style-type: none"> • the Quality Assurance of TL standardisation • reviewing the process of monitoring, feedback and assessment

4. Students' Responsibilities

- Engage with the feedback given by teachers in verbal and written form by listening, reading carefully and asking for further explanation if they still do not understand
- respond to the teacher's feedback, including completing any follow-up, such as Fix-It tasks
- discuss any problems with staff or parents to understand causes and find a solution;
- consistently work hard, striving to overcome difficulties and to show a genuine pride in their work.

5. Parents' Responsibilities

- show interest in their child's work by looking at exercise books and folders and talking with their child about their learning;
- help their son/daughter to look at the feedback and respond to it;
- note any recurrent problems and let teachers know of them;
- praise their child for effort as well as grades

6. Governors' Responsibilities

The Feedback Policy plays an important part in ensuring improvements in student progress in all areas of the curriculum. Governors will be concerned with the impact of the Feedback Policy. They should therefore:

- read and question feedback Policy updates
- consider subject team feedback procedures as part of link governor visits as per protocol.

1. Quality Feedback - How do we do this?

At Castle Manor, Feedback can come in many forms e.g. whole-class or individual feedback. To secure consistency, quality Feedback at Castle Manor Academy should:

- be timely
- relate to the knowledge/skills that are the focus of the learning
- be specific in identifying where and how improvement can take place
- allow time for improvement
- be positive, motivating and constructive
- be accessible and inclusive
- be meaningful, manageable and motivating
- be communicated clearly and is accessible to all learner groups

Some strategies are:

- drafting and re-drafting of work;
- regular tests/quizzes based on content of Knowledge Organisers;
- use of 'Live' feedback: whilst students are working, the teacher circulates the room giving feedback to individuals e.g. '*why do you think...?*' '*what if...?*' '*Now, could you...?*'
- questioning to deepen understanding: more open-ended questions; prepare 3 or 4 'hinge questions' (the questions that must be understood in order to move the learning on); encourage students to *ask* questions (use KWL grids: *Know - Want to know - Learned*);
- encourage students to make links to prior learning in order to find errors/omissions in their own work (or each other's);
- modelling and scaffolding;
- provide outstanding examples of a particular task/genre;
- whole class feedback: teacher **reads** a set of books, not 'marks'; **records** common errors/misconceptions and **keeps in teaching folder**; re-teach these at the start of the next lesson. Plan time for students to make improvements (see: Appendix 1)
- Critique and feedback: students' giving each other very specific advice on how to

- improve;
- Use 'WWW'/'EBI' - give one strength and one possible improvement;
 - 'Fix-It' Time to improve work or extend learning;
 - Self-assessment e.g. 'Dot Marking': the teacher dots where improvements need to be made and the student learns to self-correct (using prior learning);
 - 'Yellow Box' marking;
 - Snapshot assessments;
 - Use of 'mini white-boards' and 'traffic light cards' as a quick check of assessing understanding;
 - Use of multiple choice questions and 'exit polls' to expose misconceptions;
 - Praise excellent work.

2. Equal Opportunities

We will ensure that all children have the opportunity to progress regardless of gender, race, First language, physical or intellectual ability. Expectations are high and we will support but never limit students' achievements. (Principles of the Equality Act 2010)

SEND Code of Practice January 2015:

6.12: The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious...Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

6.36: Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;

6.52: The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

3. Monitoring and Evaluation

This policy will be reviewed annually by Governors.

Appendix 1

1. Attached are two examples of record sheets when using 'whole-class' feedback.
2. Team leaders may wish to adapt these in order to reflect the requirements of their subject or a specific piece of work.
3. Whilst we are mindful of reducing burdensome marking - there *must* still be a record that the work has been read and that the teacher is aware of common errors/misconceptions which h can be addressed with the class/individuals as soon as possible.

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