



Feedback Policy

Feedback Policy

1 Sirius Academy West seeks to implement assessment practices which:

- 1.1 Strives for every student to improve.
- 1.2 Involves sharing challenging but achievable goals with students in order to motivate them towards producing high quality work and make progress.
- 1.3 Involves teachers and students in monitoring progress towards targets through reviewing and reflecting on assessment data.
- 1.4 Involves students in a broad range of assessment practices.
- 1.5 Provides constructive marking and diagnostic feedback to inform students of their next steps to ensure progression.
- 1.6 Gives praise and encouragement to demonstrate that teachers value students work through recognising what they do well.
- 1.7 Allows students to build up a realistic picture of their strengths and weaknesses and fosters a culture whereby it is acceptable to make mistakes, as they then learn from and remedy them.
- 1.8 Facilitates the monitoring of the effectiveness of teaching and learning.
- 1.9 Informs planning for progression.
- 1.10 Provides a record of past interactions for outside audiences.

2 Assessment Procedures

- 2.1 These can be found in the Assessment Recording and Reporting Policy.

3 Feedback (including marking) and Procedures (Appendix 1)

- 3.1 Teachers are expected to give regular feedback in in order to address misconceptions and used to inform further planning, to assess progress and inform pupils of how to improve.
- 3.2 Every learning activity need not be marked in detail. At GCSE, for example, we would not expect to check notes, some BTEC Coursework cannot be marked due to final submission rules etc.
- 3.3 Assessment descriptors and criteria should be used to give regular feedback to students on how they can improve. Students should be able to articulate next steps in their learning.

- 3.4 Every individual spelling, grammar and punctuation error does not need correcting (Appendix 2). A limited number of key words (e.g. high frequency/subject specific terminology) should be corrected and students expected to copy the correct spellings. At GCSE level, errors should be identified, but students should correct them.
- 3.5 As a minimum requirement, teachers are expected to give the following types of feedback (refer to appending for further details):
- Give live feedback within the lessons
 - Make explicit the use of criteria (KS3 descriptors and KS4 and KS5 mark schemes) to track progress
 - Green Pen (DIT) should be evident throughout book as a strategy to encourage students to improve their work
 - Mark for IMPACT (meaningful, manageable and purposeful)
 - Marking and moderating of formal tests across all year groups
 - Department Marking Policy

4 Data Collection Process

- 4.1 These can be found in the Assessment Recording and Reporting Policy.

5 Celebrating Achievements and Reporting Home

- 5.1 Following each Learning Cycle, Progress Summary Reports will be sent home to parents and carers showing teacher assessments, test scores, attitude to learning and homework.
- 5.2 In addition to progress summary reports, teachers are encouraged to feedback to parents, carers and students with additional commendations through:
- Praise letters/postcards
 - Phone calls and text messages home should be sent home as appropriate
 - Rewards recorded electronically through Progresso
 - Exemplar student work and public exhibitions of Project Based Learning and practical/physical outcomes should be displayed and celebrated to support learning at the end of each project

Appendix 1

1 Staff

1.1 There are basic expectations for all staff, these include:

1.2 **Presentation to be of the highest standard.** Front of books should include:

- Student name
- Teacher name
- Subject
- Class/pathway
- Targets on the front of book

1.3 **Presentation and work in books is a reflection of:**

- Staff expectations
- Students' attitude to learning (A2L) and behaviour

1.4 **Books should:**

- Have the student, 'How a perfect book should look' sticker stuck in all books (inside cover)
- Book to be A4 size for every subject
- Ensure all student response to feedback is in Green Pen

1.5 **Quality of work/high expectations:**

- Teachers should give feedback to students which ensures the quality of work in books improves and progresses over time
- Teachers encourage quality of presentation and pride in work
- Amount of work produced in lesson and seen in books should be demanding and reflect high expectations
- Teachers should make use of the lesson fundamental strategies to ensure appropriate resources used to create challenging lessons
- Activities with a low level of challenge are not acceptable (e.g. word search, poster, cutting and colouring, copying out)

2 All staff must; as a minimum Academy requirement:

2.1 Give live feedback within the lesson:

- Ensure students act on feedback and progress is made as a result
- Use specific strategies to give a variety of feedback (live, whole class, yellow box, dot, DIT)
- Live feedback should address misconceptions
- Instant feedback (i.e. questioning) to explicitly check learning has taken place
- Teachers should give whole class feedback to improve
- Teachers should give individual feedback where misconceptions occur and knowledge is not progressing sufficiently

2.2 Where appropriate using yellow box marking to:

- Indicate where a student has failed to complete work and needs addressing
- Examples of yellow box should be where students have not answered all questions
- Not answered questions or tasks to reflect high expectations and depth of understanding
- Used as an indicator to 'zoom in' and expand on a section of work

2.3 Make explicit the use of criteria (KS3 descriptors and KS4 and KS5 mark schemes) to track progress:

- Have the KS3 assessment descriptors stuck in students' books and clearly indicate where/when the students have achieved the criteria
- Have the KS4 and KS5 mark schemes and criteria available for students to clearly indicate where/when the students have achieved the criteria
- Students must consistently demonstrate against the criteria before it can be 'signed off' or acknowledged as achieved
- Evidence within the books should demonstrate how students have achieved the criteria (progress over time) and what they then need to do to improve
- The formative focus and feedback should be what students have done well (WWW) and what they need to do to improve (EBI) and this should directly correspond to the descriptors. WWW EBI diagnostic comments should be seen in books to support feedback

2.4 Green Pen (DIT) should be evident throughout books as a strategy to encourage students to improve their work:

- Formative response in Green Pen should take place regularly and be a response to teacher feedback to improve work and show development in understanding (progress)
- Green Pen should be used where students have addressed ANY aspect of improvement in lesson (e.g. dot marking, literacy improvement, SPAG, peer and self-assessment, extended writing, re-draft and re-do)

2.5 Mark for IMPACT (meaningful, manageable and purposeful)

- Teachers should avoid marking and writing in books using general comments such as 'good work', 'well done' and 'add more detail', as this doesn't provide impact on student progress and could be given verbally. Teacher should avoid meaningless tasks such as stamps (i.e. 'verbal feedback given') and copying (i.e. copying objectives or bulk text)
- Students should know how marking helps them improve. If the teacher comment doesn't indicate this; then there is little impact on progress
- Literacy feedback should support students develop and improve their SPAG (refer to the 5 Literacy Strategies)
- Literacy feedback should be appropriate and personalised for student needs

2.6 Marking and moderating of formal tests across all year groups

- Tests marked to deadline
- Tests moderated within department
- Test results and question level analysis (QLA) shared with students in order to improve further

2.7 Literacy

- Before a piece of work is submitted to the teacher for feedback, it must be proofread by the student for SPaG errors.
- Teachers should identify and correct any remaining SPaG errors in students' work in the first instance. If the same error is repeated, students are then to correct their own SPaG errors as part of their reflection time, as directed by their subject teacher. This is a requirement for the marked piece of work which the teacher is expecting the student to improve and develop.
- Where students of lower ability or SEN, teachers are to use their professional judgment in supporting students with their spelling,

punctuation and grammar. If a teacher feels it appropriate to further support a lower ability or SEN student with correction of SPaG, this is acceptable. These students would still be expected to copy out corrections in order to learn from their errors. A differentiated approach which caters to different levels of learners demonstrates the teacher's knowledge of their students' abilities and the best methods in which to support their sustained progress in literacy.

- There is no specified number of SPaG corrections that should be made per page; teachers should use their professional judgment in supporting student improvement of SPaG, whether it is subject specific vocabulary or general.
- Spellings for key words in each subject area should be a regular curriculum feature, either in the classroom or as homework.
- Absence of capital letters in dates and titles in all exercise books should be identified in all subject areas.

| Marking Code | The mark means |
|---------------------------------|----------------------------|
| SP | Spelling mistake |
| Circle around a specific letter | Missing capital letter |
| // | New paragraph required |
| ^ | Omission of word or phrase |

2.8 Department Marking Policy

- All of the above strategies used including any individual Marking Policy for departments
- Any departments policies to be centrally shared with SLT for QA purposes
- If departments wish to use a specific department process, then a one-page policy must be written and training given