

Feedback policy



1 Sponsor

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2 Reviewed

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3 Revised

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Feedback needs to move students learning forward



For feedback to be effective it must be;

- Actionable – students need to be able to use it
- Positive – use feedback as a motivation tool
- Specific – this allows students to be able to use the feedback and see the improvements made

Effective marking and feedback are a key component of good teaching and learning. By empowering students to be involved in understanding how they are making progress, it helps to embed and accelerate their learning. There are a variety of methods that can be used to provide feedback to students, and guidance for these can be found in Appendix 1.

The feedback provided to students should:

1. *Be consistently high quality and constructive.*
2. *Model high standards of literacy and oracy.*
3. *Be specific so that students know what they have done well and how to improve.*
4. *Identify clear and specific areas for improvement through CTG and/or challenge tasks.*
5. *Be motivating for students and create a 'growth mindset'.*
6. *Challenge students to think at a deeper level.*
7. *Be manageable for students to act upon.*

As Dylan Wiliam and many other researchers in this area suggest, giving time for feedback to be actioned is crucial. The way feedback is presented is also important. Feedback should be presented as a direct task.

Types of feedback;

1. Redrafting
2. Questions to further explain
3. Correcting errors or editing work
4. Completing similar problems
5. Whole class feedback where WAGOLs are dissected

Feedback will be regular and timely to have the maximum impact on learning. Curriculum Leaders will determine the specific timings and the format of the feedback so that it is appropriate and beneficial to their subject (Appendix 4).

The key expectations are that feedback are frequent enough to positively impact on progress and that they are timely in relation to the work the students have completed. Consideration also needs to be given to teacher workload, and curriculum leaders should set expectations which are reasonable for teachers and that do not have a negative impact on other aspects of their role or on their wellbeing.

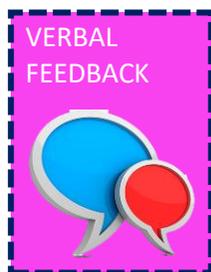
How can we ensure feedback has an impact but not at the expense of workload?

1. Live marking
2. Coded marking
3. Self marking
4. Peer marking
5. Whole class feedback through carefully modelled dissections

The following are minimum expectations in relation to the format of marking and feedback:

- Teacher marking and feedback in completed in **green pen**.
- Close the gap actions are done by the student in red pen
- Peer/self-assessment in **red pen**.
- Teacher marking is in the format of **what went well (www)** and **even better if (ebi)**.
- **Charlton Feeds back** is done every 2 weeks (or every 4 lessons) in the format of Whole Class Feedback to address misconceptions (Appendix 3 - examples)
- Teachers will focus on standard of work and ensure that students are taking pride in their work in the lesson
- **Assessment** pieces are marked in line with curriculum expectation (Appendix 5)
- One piece of work per half term should be marked for literacy using the codes set out in the literacy policy (Appendix 2).
- Students should be given time in lessons to complete close the gap and/or challenge tasks (Appendix 4).

Appendix 1: Types of feedback

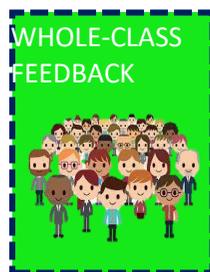


VERBAL FEEDBACK

Verbal feedback must provide chance for detailed teacher-pupil dialogue and should enable pupils to take immediate action.

Teachers should constantly seek opportunities to praise success, effort and progress, backed up by the use of rewards.

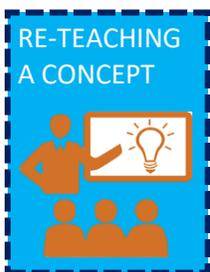
Use lesson time to seek opportunities to offer verbal feedback. **Peer verbal feedback should be carefully facilitated by the teacher.**



WHOLE-CLASS FEEDBACK

Whole class feedback must focus on the common strengths and areas of development for the class. **Teachers should read through the work of all pupils, noting down main errors, misconceptions and SPaG errors.**

Whole class feedback may be an opportunity to offer praise for 'stand out' work or rates of effort. **Visualisers should be used where appropriate to talk through high quality work.**



RE-TEACHING A CONCEPT

Where concepts need to be re-taught to a sizeable element of the class, independent extension work should be set for those students who mastered it during the initial period of learning.

Teachers should make use of WAGOLL to support students in closing the necessary gaps.

Teachers should plan in additional home study opportunities to help students' close gaps.



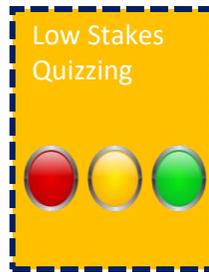
LITERACY FEEDBACK

All teachers should embrace opportunities to address problems with literacy.

Pay special attention to ensuring that students get 'the basics' right, such as capital letters and the spelling of regular words.

Any common misconceptions should be addressed at a whole class level.

Support should be provided to facilitate the spelling of subject specific vocabulary.



Low Stakes Quizzing

Regular use of retrieval practice is built into lessons.

Scores should be used regularly to encourage high effort during low stakes quizzing and other such activities.

Grading of students' attainment should fall in line with the school's data collection methods and should be shared with and explained to students.



LIVE MARKING

Seek opportunities to live mark during on-task time. Feedback part way through a piece of work will increase rates of progress at the point of action.

Live marking may be targeted at pupils who are underachieving, who need stretching, or who need extra support.

Students may write a self-reflection at the end of a task to explain how feedback was used to improve their work.

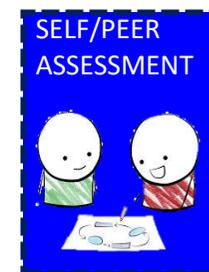


WRITTEN FEEDBACK

Schemes of work must contain opportunities for written feedback and formative comment. This may include significant pieces of extended writing.

Feedback should be based on the success criteria shared with pupils.

Feedback should identify strengths presented as '**what went well**', and areas for improvement '**even better if**'.



SELF/PEER ASSESSMENT

Success criteria should be provided when pupils are carrying out self/peer assessment.

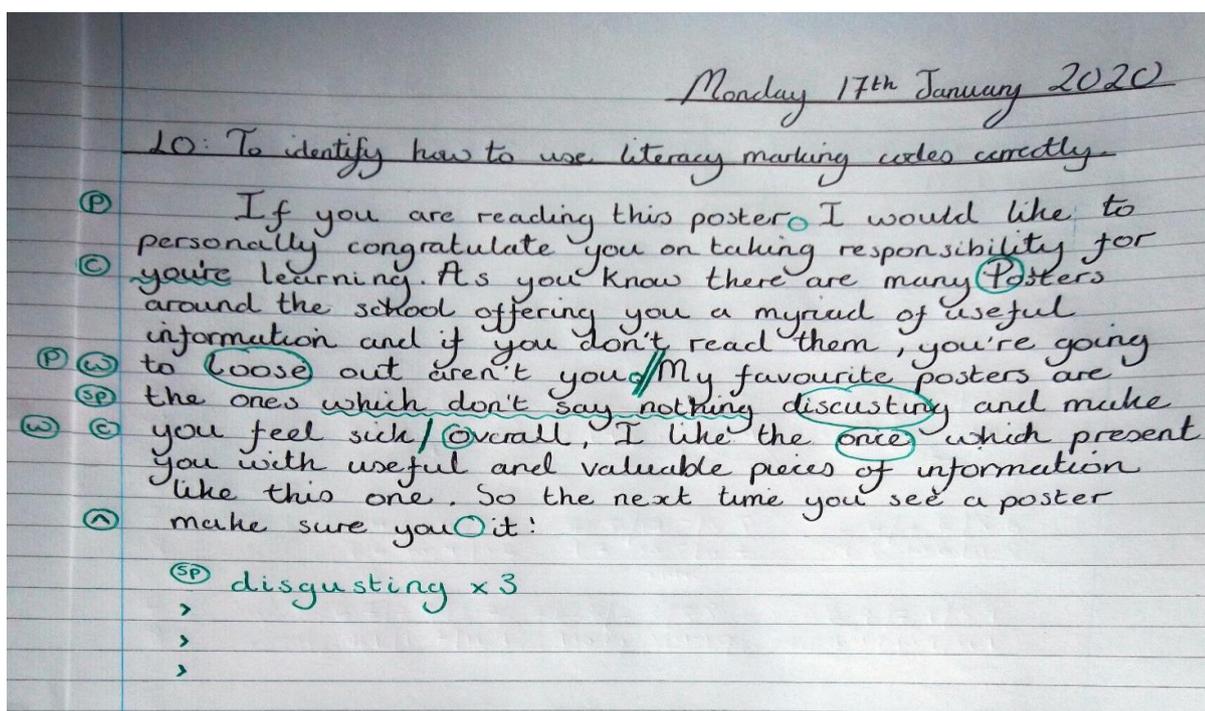
Pupils need to be supported and trained to give effective feedback.

Teachers should facilitate 'next steps' feedback to ensure that pupils can act on the feedback they are given by themselves or their peers.

Appendix 2: Marking for literacy coding

C	Check your use of capital letters.
P	Check for missing or incorrect punctuation.
SP	Check your spelling.
^	You have missed a word.
~~~~~	There is a grammatical error here. Please rephrase.
/	A new sentence is needed here.
//	A new paragraph is needed here.
W	You have used the wrong word.

# WAGOLL



**Appendix 3: Charlton Feeds back Examples**



one way in which hospital care was different in the medieval period to hospital care in the 19th was because of the environment. In the medieval period hospitals would be crowded overpopulated and also unsanitary. The people would be very close together. It was also unsanitary as nurses would go person to person without any gloves or protection which led to the spread of disease in hospitals. However in the 19th/1800s hygiene was getting more efficient.

www - described medieval care and used specific knowledge  
 eht - talk about the care in hospitals during the 19th.

one way in which hospital care was different in the medieval period to hospital care in the 19th was due to the hygiene in the medieval period hospitals would be overpopulated and unsanitary. Carers would go from person to person without any prevention like gloves & resulting in the spread of disease. However, in the 19th/1800 hospital care was becoming more sanitary and efficient hygiene. During the 19th hospitals were focussed on a more clean and hygienic environment. for example they added more beds, they increased the hospital space and focussed more on a clean environment and less on caring. This means the change between 19th hospitals and medieval

Original answer – self assessed using criteria provided to the whole class

Re-drafted answer written in red pen following feedback

Explain one way in which theories about the cause of disease were different in the medieval period (1250-1500) from ideas in the modern period (1900-present) (4)

The ideas in ^{the} medieval period were ^{use the question} much more different to the modern period (present). I believe this because in the medieval times they thought that the four humours and body balance sometimes god were the causes of illnesses ~~but~~ and in the modern period were more scientific.

Whole class feedback: comparison Key/specific detail

Original answer is dissected following criteria given to the whole class

use the question to start the answer  
 comparison phrase  
 point/summary  
 medieval evidence  
 describe what you know  
 compare  
 more evidence  
 why?

One way in which the theories about the cause of disease were different is that in the Medieval period they believed in the Theory of Four Humours, whereas in the modern period the main belief is the theory that germs cause disease. During the Medieval period the Theory of Four Humours was the belief that your body contained four liquids and these needed to be in balance for you to be well, if they were out of balance you were sick. Doctors observed symptoms of patients to determine which humour was out of balance. In contrast, in the modern period the main theory is that germs cause disease. These germs can be passed through touch. This theory is based on the scientific research that proved the existence of germs and bacteria. Therefore, the main difference between them is that in the Medieval period the theory was based on observation of symptoms, whereas, in the modern period the theory is based on scientific understanding.

WAGOLL answer is dissected as a class

workshop learnt that its very important for the director to really understand the characters and their emotions because this allows the performance to come across as more realistic and real. *excellent paragraph*

In the rehearsal process we recognised that it is very important to carry out research into your role to develop it further. Both actors, Johnny Lee Miller and Benedict Cumberbatch, carried out a lot of research into the role of Frankenstein to make their performance as strong as possible. Some things they did included: meeting children with autism, *study stroke victims* and the way they move and work with a speech therapist. Alongside these research trips, they also carried out text work and physical work. All this research had a big effect on their overall performance because it helped them develop their character and understand the character of Frankenstein to a larger extent. *How? Be specific - what did it enable their performances to be? Allowed their performances to be more real and more convincing to relate to their source*

The main starting point in a rehearsal is to readthrough the script, this help you develop an understanding of your characters role and the overall plot. To get a good feel for the performance, it can help to read the script out loud allowing you to start using vocal expressions. At this point in the rehearsal process it's a good time for the director to explain their creative intention to the cast. When producing Frankenstein Danny Boyles creative intention was to communicate Adam's innocence to the audience by presenting him as a child like figure, this allows the audience to feel sympathy for Adam. During our own rehearsal we began with this stage and read through our chosen scene with our partners as our character.

Whole Class Feedback	Date 3.12.2021	Class 10B
<b>WWW</b> ✓ Examples are used to support the points you make from the play and your own work in class is used as evidence. ✓ Good understanding of the processes used by practitioners to create performance work is shown.	<b>Missing/Incomplete Work:</b> • All to complete the full report. <b>Student Highlights:</b> ✦ <b>Kya</b> - second paragraph is fantastic. You use considered examples and detailed explanations. ✦ <b>Abbie B</b> - research paragraph uses considered examples which support the points you make. ✦ <b>Paige C</b> - Why the workshop was effective and what you learnt from it. ✦ <b>Ella</b> - Excellent paragraph 2 using PEE. ✦ <b>Alexa</b> - considered examples and outstanding understanding of the play.	<b>SPaQ Support:</b> Remember to use capital letters for the names of plays and places and plays (such as National Theatre and Frankenstein, Curious Incident of the Dog in the Night-Time.)  <b>Presentation:</b> 1. Make sure you have a title at the top of your page. <u>Learning Aim B Report</u> 2. Remember to underline and use sub headings for the rehearsal process paragraphs (e.g. <u>Research</u> , <u>Read-throughs</u> ect...)
<b>Next Steps and CTG:</b> Naturalistic and Non Naturalistic - define both and give examples for each from the play. (E.g non naturalistic is representation scenery and physical theatre).  Make sure you are explaining the roles and responsibilities of an actor and director from the workshop.	<b>Common Misconceptions/Gaps in Knowledge:</b> <b>PEE</b> - You need write a paragraph for each stage of a rehearsal process, linking to Frankenstein and their your work in class.	

Sharing of class feedback with target questions for students to extend answer

## CLOSE THE GAP

Task: Describe three differences between the population pyramids shown below.

Country A: USA - live longer ✓  
 Country B: Nigeria - live less ✓

challenge

One of these pyramids shows the USA and the one shows Nigeria. Which one do you think is which and why?

Country A, seems to have a lot smaller birthrate in comparison to country B. I know this as country A has 3% and B has around 8%. Another difference can be that people in country A have a lot longer life (death rate) as people's life expectancy is at 90-94, however people die at 75-79. Lastly, more people in country A have more working adults yet in B most people are dying at a later adult age. ✓ Great points & understanding. Well done

Whole class close the gap task with whole class model

#### Appendix 4: Close the gap tasks/time

## CLOSE THE GAP

1. Students receives feedback from a teacher or peer.
2. Students are given time to respond to the feedback by correcting mistakes, improve the work or completing a close the gap task.
3. If a close the gap task is not appropriate the student may be provided with a challenge task to extend their thinking.
4. The teacher/peer checks the improvements and acknowledges them.

www - Very well structured answer with some great ideas discussed.

- You have used a range of key words well.

ebi - Explain all points fully & use words/phrases like this means that ...



What impacts do you think overcrowding and pollution with have on the people of London?

I think that overcrowding would be a problem because it could have illnesses spreading. This would make London a bad city and nobody would want to go. Also pollution is bad because people could get ill from it and it would make being outside in London not very nice.

increase people in hospitals.

### Appendix 5: Assessment Feedback Expectation

Subject	Key stage 3	Key stage 4
English	A Reading or a Writing assessment per half-term. These will be alternated.	A Language or a Literature assessment per half-term. These will be alternated.
Maths	End of topic tests and one termly assessment.	End of topic tests and one termly assessment.
Science	An formative assessed task and an end of unit test (per unit not half-term)	An exam question or formative task and end of unit test per unit (per unit not half-term)
Geography	One assessed piece of extended writing and end of topic test	Ongoing exam question marking End of unit test
History	One assessed piece of extended writing and end of topic test	Ongoing exam question marking End of unit test
MFL	Two skills per unit of work will be assessed (one extended piece of writing and either Listening / Reading or Speaking).	Two skills per unit of work will be assessed (one extended piece of writing and either Listening / Reading or Speaking) with more focus on GCSE exam style questions.
Computing & Business Enterprise	End of topic assessments	Ongoing coursework and exam style questions - Teams feedback in WWW/EBI format
RE	One assessed piece of extended writing included in the end of topic test	Ongoing exam question marking End of unit test
PE	One assessed activity/sport with feedback on Doodle	Core PE - One assessed activity/sport with grade on teaching companion GCSE PE – Cumulative end of topic test each half term and one piece of extended writing. BTEC Sport / Cambridge National – Ongoing internal assessment
Expressive Arts	Continuous formative assessment as well as summative assessments of practical or written evaluations utilising the Expressive Arts core pillars of assessment.	Music/Dance/Drama – Continual formal assessment (Component 1 and 2) External Exam (Component 3) GCSE Art – Ongoing formative assessment. Summative assessment at end of each half term.
Technology	One assessed piece of work ranging from the following areas: Design: Research Design: Generating Ideas Design: Final Designs Make Evaluate Technical Knowledge Cooking and Nutrition At the end of each project (2 projects per year) students will complete an extended writing task and end of	Ongoing coursework and exam textbook question marking.

	topic test.	
Personal Development	Evidence should be seen in books to identify any safeguarding concerns. Concerns should be recorded on CPOMS.	Evidence should be seen in books to identify any safeguarding concerns. Concerns should be recorded on CPOMS.