Policy Name	Feedback Policy 2024
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Landau Forte Academy Sixth Form Feedback and Assessment Policy

Context

The Education Endowment Foundation's 'Teaching and Learning Toolkit' defines feedback as *'information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.*

Our academy recognises the importance of regular feedback as part of our teaching and learning principles and we are committed to maximising the effectiveness of its use in the classroom. We are also mindful of the workload implications of detailed written marking and of the research surrounding effective feedback.

According to extensive research carried out by the Education Endowment Foundation, effective feedback can improve student progress by +6 months. The study found that:

- providing feedback is well-evidenced and has a high impact on learning outcomes
- effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve
- feedback can be effective during, immediately after and some time after learning.
- feedback policies should not over specify the frequency of feedback
- feedback can come from a variety of sources - studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average)
- different methods of feedback delivery can be effective and should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy - but it is crucial to monitor impacts on staff workload.

In addition to this, the DfE document *Eliminating Unnecessary Workload Around Marking*, found that ineffective marking:

- usually involves an excessive reliance on the labour intensive practices, such as extensive written comments in different colour pens, or the indication of when verbal feedback has been given by adding VF' on a pupil's work.
- It can be disjointed from the learning process, failing to help pupils improve their understanding. This can be because work is set and marked to a false timetable, and based on a policy of following a mechanistic timetable, rather than responding to pupils' needs.
- It can be dispiriting, for both teacher and pupil, by failing to encourage and engender motivation and resilience.
- It can be unmanageable for teachers, and teachers forced to mark work late at night and at weekends are unlikely to operate effectively in the classroom.

Other key documents that have informed the policy include:

• The DE Education Staff Wellbeing Charter: May 2021

• The DE Workload Reduction Toolkit for Feedback and Marking: October 2019
 • Eliminating Unnecessary Workload Around Marking: 2016
• The Ofsted Education Inspection Framework: September 2021 School inspection handbook - GOV.UK (www.gov.uk)

Aims of the Policy

This policy has been written to align with and support the teaching and learning principles of the academy that ensures that teachers:

1) Use researched informed practices - the best bets.
2) Teach to the top so that all students have the opportunity to learn and remember the most challenging knowledge and concepts.
3) Understand that disciplinary literacy is key to unlocking learning in all subjects.
4) Use feedback effectively to move students forward in their learning.
5) Develop students' metacognitive skills so that they can learn independently and overcome challenges in their learning.

It aims to:
- maximise the progress of all students
- provide students with the most impactful help and support to improve
- provide strategies for students to know how to improve in all subjects
- give students dedicated time to improve their learning encourage a sense of pride in student work promote the whole school focus on disciplinary literacy effectively
- address teacher workload issues
- empower teachers to have the scope to create and devise the most effective methods of feedback in their subject areas
- eradicate the myth that the only type of effective feedback is that which can be "seen" because it is written
- promote the highest quality and consistent feedback practice in all lessons at all times

Policy Principles

Our feedback has at its core a number of principles:

- the sole focus of feedback should be to further learning
- in order to provide feedback effectively, high quality instruction must take place that uses well planned formative assessment strategies to enable responsive teaching
- timing of feedback is not prescribed as it should consider the task that has been set, individual pupil needs and whole class understanding
- feedback should focus on task, subject and self-regulation strategies rather than pupil's personal characteristics
- time should be provided for students to complete improvement tasks in order to close the feedback loop.
- books should be checked regularly to ensure that work adheres to the academy 'Book Brilliance" expectations (Appendix 1)
- errors in spelling, punctuation and grammar should be identified during feedback activities using the academy literacy codes (Appendix 2)

Consistency of Feedback

- Student responses to all feedback is to be completed in **purple pen** (e.g. things added/corrected/redrafted in lessons not just responses to written feedback). This is to enable students to revise and identify corrections easily

- Teachers are to continue to use **green pen** for any written feedback in books (e.g. individual comments, literacy codes)

- Individual feedback should be provided at appropriate calendared assessment points and in line with curriculum documentation.

- With the research and guidance on workload in mind, departments should devise their own feedback strategy that best suits their subject.

Types of Feedback

Teacher feedback can be either written or verbal and take the following forms:
- Written Feedback - e.g. live written feedback, whole class written feedback, individual written comments and coded marking
- Verbal feedback -e.g. whole class, individual live feedback, audio marking
- Self and peer assessment should also be used as valuable feedback method providing it is well scaffolded

See Appendix 3 for examples

Improvement Tasks

To close the feedback loop, time must be dedicated in lessons to respond to the feedback given. This may be at the point of immediate verbal feedback, or at planned periods within the curriculum; some of which will be stipulated within the assessment section of the policy.

Assessment Guidance

Key Learning Tasks (KLTs) are the main form of summative assessment in the classroom for all year groups. These are pieces of assessed work that students complete in class, often at the end of a topic. Many are written assessments; some will be practical assessments. KLTs are set at key times to help teachers, students and parents understand how students are progressing with their learning. KLTs are planned and scheduled for the academic year by departments and in line with curriculum maps and assessment calendars. All KLTs/PPEs should include a question level analysis (QLA), where appropriate, to enable specific strengths and weaknesses of students/groups.

In KS5, KLTs are marked using A Level/Vocational grades. These grades are designed to help 'indicate' the approximate final grade a student has achieved on a single task, but do not predict that this will be their final grade in this subject. Further to this, there are two calendared PPE windows where students will sit full/partial examination papers. The latter of the two for Y12 will inform progression onto Y13.

In lessons following a KLT/PPE, teachers and students will use feedback strategies to close the gaps in learning that have been identified. This will include re-teaching of weaknesses for the majority of a group as well as individual improvement tasks. Future lessons should include knowledge retrieval tasks to ensure that students are able to remember this content.
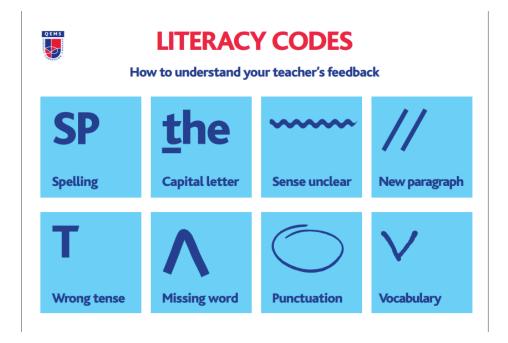
Appendix 1

BOOK BRILLIANCE

YOUR TEACHER WILL
★ Give you regular feedback so that you know how to improve.
★ Identify common literacy errors when providing feedback.
★ Give you time to complete tasks that allow you to improve your work.

YOU WILL
★ Write as neatly as you can in blue or black pen and use a pencil for diagrams, tables and pictures.
★ Write the full date and big picture question; both underlined with a ruler.
★ Use sub headings for different tasks.
★ Use purple pen to respond to all types of feedback: verbal, whole class, written, self and peer.
★ Write out spelling corrections three times underneath your work.
★ Complete all tasks to the best of your ability. Do not leave sentences or work unfinished.
★ Draw a neat line through any errors.
★ Stick all loose sheets in to your books neatly and without folding.
★ Look after your books. Do not doodle on them or allow them to become damaged.

Appendix 2

LITERACY CODES

How to understand your teacher's feedback

SP Spelling	**the** Capital letter	~~~ Sense unclear	// New paragraph
T Wrong tense	**∧** Missing word	◯ Punctuation	∨ Vocabulary

Appendix 3

Individual Verbal Feedback:
- Live Feedback - Teacher circulates the classroom and provides individual verbal feedback for students for action.
- Audio feedback - Teachers provide verbal feedback through the use of audio recording equipment (Dictaphone, MS Teams etc) and shares the file with students.

Whole Class Verbal Feedback

- Use Active Observation strategy - this involves taking notes as you circulate the room in order to allow for responsive teaching and immediate verbal feedback to the class e.g. correcting misconceptions, modelling a response, sharing student work under the visualiser
Hunting not Fishing takes this one step further by thinking about the misconceptions that might occur and being ready to respond rapidly. To actively observe effectively, you must think through what you are going to look for, identifying it and going on the **'hunt'.**
 (Appendix 4)
- Provide whole class feedback during or after any formative assessment tasks in the lesson

Individual Written Feedback

This should be the least frequent form of feedback, however

Whole Class Written Feedback

- Whole class feedback sheet

TLAC: Active Observation
HUNTING NOT FISHING

When you Cold Call students and have no idea what they will say, that's fishing. You hope you get a useful answer for discussion or analysis, but you don't know what you'll get. Nothing wrong with fishing—sometimes it's nice to be surprised–but sometimes it can be better to hunt. This requires you to actively observe students as they are working in order for you to identify specific students to call on because their answers will be most productive to discuss (often because they developed a key idea or made a common mistake everyone can learn from).

Responsive Teaching

How responsive teaching can have the biggest impact on learning?

Adapt teaching based on what students are thinking and producing during each lesson.

Active Observation involves taking notes as you circulate the room in order to allow for responsive teaching and feedback.

Hunting not Fishing takes this one step further by thinking about the misconceptions that might occur and being ready to respond rapidly.

To actively observe effectively, you must think through what you are going to look for, identifying it and going on the 'hunt'.

What might Responsive Teaching look like?

Live Modelling

I might chose to produce a model live in the lesson, whilst narrating the steps.

I might present a piece of students work and use targeted questioning to receive feedback, that works as a tool for students to then self reflect and self improve the work they have produced.

I might take the students through a task, step-by-step, to ensure it is completed correctly and or common errors that have been made are explained. It is harder for students to unlearn something that is embedded in their long term memory.

Questioning techniques such as cold call, probe, no opt out

Using cold call strategically can quicken the process of understanding and remembering. Cold call isn't targeted randomness.

- I might select to cold call a student that has made a common misconception. This promotes debate/discussion/response.
- I might cold call a student that has given most of what I am looking for in their work. This allows me to probe others for more, stretching the thinking and quality of feedback I receive.
- I might cold call a student that has shown they are 90%. This recognises the standard that is expected from the class.
- My strategy will vary dependent of the context, but however I do it the aim is to efficiently encounter and close the gap in knowledge.

The identified gap(s) in knowledge are encountered and addressed straight away. Students will improve their understanding, encounter the correct method/knowledge/skill/definition etc. and will be in a stronger position to move on

Retrieval & Practice Planned Activity

It is a practical solution to students forgetting something.

- 10 minutes maximum
- Be precise with questions
- Use elaboration (connecting to other pieces of knowledge/ideas, reflecting and expanding on it as you practice and review it.

Retrieval & Practice planned to focus on precise knowledge to ensure it sticks in students memory and they can recall it at a later date.

Hunt not Fish

Actively observing the class

- Deliberately scan the room
- Plan your circulation (you know your class)
- Note findings from your hunt
- Provide live feedback to scaffold support
- Promote positive attitude to learning

Gain knowledge from your active observation to assess what students understand, what they don't understand, common misconceptions, unplanned misconceptions, SPAG errors.

Respond Now

Respond with your findings

- Feedback to the class
- Live modelling
- 'Show me' with your whiteboards
- Cold call and probe
- Use elaboration

The identified gap in knowledge has been encountered straight away. Students will have a better understanding and are in a stronger position to move on.

Hunting | Circulate the room with purpose
Active observations to close gaps and support retention of knowledge

	The first student I encounter is a student that struggles with the work.	The second student I encounter is often typical of the group. I know this from:	The third student I encounter is also often typical of the group. This reaffirms what I have found from student two.	The fourth student I encounter is a high performer. I know this from:	As you have circulated the room with your active observation you are testing your initial thoughts of how the students are doing.	Respond with your findings
It is crucial that you are 'hunting' for what your students understand.	They potentially need a prompt/reminder	Work produced in their books	Work produced in their books	By the third or fourth student you should have the information to know what you are going to do about what you have found.	The identified gap in knowledge has been encountered straight away. Students will have a better understanding and are in a stronger position to move on. You can do this by using the following techniques:
What knowledge have they recalled?	They have potentially made a mistake that would be common across the group.	Answers given in class	Answers given in class		
Have they been able to elaborate on this?	The **blue students** are in strategic positions to give me as the teacher a statistical sample of the room. I have used four students for the purpose of this example. It can and probably will vary.	Performance in assessments	Performance in assessments		**Live Modelling (visualiser)**
Can they apply context, follow the correct method, analyse, explain?		Ability to retain and recall knowledge.	Ability to retain and recall knowledge.		**Questioning techniques such as cold call, probe (no opt out)**
Now let's be strategic with how we are doing this... Your seating plan is critical to the success of this. It will make the 'hunt' more efficient and effective.					

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Change Made	Various
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