KLB Feedback Policy

Rationale: What is feedback?

Feedback is a central part of a teacher's role and can be integral to progress and attainment. The Education Endowment Foundation (EEF) 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.'* Research suggests that providing feedback is one of the most effective and cost-effective ways of improving all students' learning. The studies of feedback reviewed by the EEF (EEF review) found that they 'tend to show very high effects on learning' for all students and, in particular, disadvantaged and low prior attaining learners.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Effective teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result. We agree with these 3 key principles from the DfE's Marking Policy Review Group ([report](#)) which asserts that feedback should be meaningful, manageable and motivating.

1. **Guiding principles**

1.1 Departments have designed their own feedback policies in line with the school's policy. The common components for all the policies are that teachers will set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will aim to fill).

1.2 Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback and use green pen to improve their work;

1.3 A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is essential to allow time for pupils to read the comments and engage with the feedback using green pen to improve their work;

1.4 Where appropriate, students should be encouraged to assess their own work, against the learning intentions and the success criteria, and improve their work using green pen;

1.5 Peer and self feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;

1.6 To ensure consistency, schemes of work will be annotated to show which work pupils produce that will receive detailed feedback on a blue sticker;

1.7 Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

2. **Types and frequency of verbal feedback**

2.1 This is the most frequent form of feedback - as students work, teachers will be checking in on them, asking them questions, and seeking clarification of their understanding;

2.2 It has immediacy and relevance as it leads to direct student action;

2.3 Verbal feedback may be directed to individuals or groups of students; this feedback may or may not be formally planned.

3. Type and frequency of written feedback

3.1 There are two types of feedback: detailed and maintenance (which deals with effort, literacy and presentation);

3.2 The frequency and form of written feedback will vary between departments and key stages, these are indicated in the feedback policies of each department (see appendices);

3.3 Some departments that have practical subjects will not have detailed written feedback;

3.4 Written feedback will clearly identify strengths and areas for improvement that students will then act upon using a green pen;

3.5 Maintenance marking may identify specific issues such as key words, literacy/vocabulary (see section 5) and presentation issues; students should act upon these.

4. Type and frequency of peer feedback

4.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by teachers;

4.2 Written peer feedback should be clearly titled and underlined as 'Peer feedback'. It should include the name of the pupil who gave it;

4.3 Students need to be trained over time to peer assess one another effectively. The process will be clearly led by the subject teacher.

5. Type and frequency of self feedback

5.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;

5.2 Teachers should share success and/or assessment criteria where appropriate;

5.3 Literacy and numeracy feedback;

5.4 If the literacy standards of our students are going to improve we must all give appropriate targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English but are essential for successful communication everywhere. It should be monitored in written feedback;

5.5 Work should be marked for literacy and presentation using the following symbols:

Sp incorrect letters circled in the word = incorrect spelling. Correct x3 in margin
// in the student's work means start a new paragraph
Λ missing words
P faulty punctuation
C capital letters
NAFS not a full sentence
In incomplete work
H handwriting
U underline date/title/side heading
X graffiti/scribble

We all have a duty to be vigilant about the standards of our students numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc should be monitored accurately across the curriculum.

6. **Monitoring and evaluation**

6.1 Subject leaders must ensure their department's feedback policy supports the school policy. This policy must identify the type and frequency of feedback in subjects;

6.2 Subject leaders, SLT, SENDCOs and class teachers, undertake quality assurance to ensure that feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews and pupil voice, along with book reviews;

6.3 SLT links will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.