



ALSOP HIGH SCHOOL

# Feedback Policy

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**Review Date and Summary of Changes**

Date of review	Summary of changes
January 2025	Introduction of Policy – V1

Approved by:

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## Purpose

To outline the key principles of effective feedback, to assess pupils' understanding and help them to make good progress. This policy is designed to allow teachers to have the time to plan and teach well.

## Rationale for Feedback

At Alsop High School, we believe that marking and feedback must be purposeful and inform responsive teaching and subsequent planning. When providing feedback, this policy should be followed and applies across all Key Stages, including in the Sixth Form. Feedback has many benefits for both pupils and teachers:

- Pupils act on feedback to revise, redraft and improve their work.
- Misconceptions or errors are identified and addressed so that pupils are not learning incorrect information.
- Future teaching points are informed, ensuring pupils have the necessary knowledge to build on schema in future learning.
- Effort and attitude to learning can be judged; this can be either commended or challenged.
- Teachers can ensure pupil work is well presented in line with the PROUD policy.

## Key Principles

To promote a culture of learning, the purpose of feedback is to ensure students can do better in future tasks. It is more effective to approach feedback systematically rather than as an isolated event, and specifically, by adopting these three fundamental principles: *(source: EEF Teacher Feedback to Improve Pupil Learning Guidance Report, EEF 2021)*:

### 1. Lay the foundations for effective feedback

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality direct and explicit instruction will reduce the work that feedback needs to do.

### 2. Deliver appropriately timed feedback that focuses on moving learning forward

Teachers should make professional judgements in a contextualised manner, taking into consideration the work, class, individual pupils and even the task set. Feedback should move learning forward, targeting specific learning gaps and may focus on the task, subject and self-regulation strategies.

### 3. Plan for how pupils will receive and use feedback

How pupils are to receive feedback should be carefully considered. Teachers should implement strategies that encourage pupils to welcome feedback and monitor whether they are using it. To close the feedback loop, pupils should be provided the opportunity to respond to feedback to demonstrate their progress.

Feedback, either verbal or written, should be meaningful, manageable and motivating. Verbal feedback can be more powerful than written. However, the principles of effective teacher feedback *(outlined above)* must still be followed to ascertain a high level of effectiveness.

- **Meaningful:** Feedback must inform pupils how to improve their work or deepen their understanding.
- **Manageable:** Feedback should be frequent enough to monitor learning. Professional judgement should be made regarding the time spent, and balance against the impact on learning. While this policy does not specify the frequency of feedback for each subject area, we expect to see evidence of feedback and response every half term.
- **Motivating:** To promote a culture and love of learning, marking should be motivating; this could involve celebrating effort and learning from mistakes e.g. incorporating written strengths and praise, verbal praise, achievement points and postcards home.

Feedback should be regular enough to address misconceptions and inform future planning. There is no requirement for all of the strategies outlined in this policy to be evidenced/used, as this will depend entirely on what is most suitable for each subject area and each piece of work.

As part of our commitment to staff wellbeing and reducing workload, we promote and encourage the use of live marking and feedback within lessons where possible, while students are completing the 'You Do' / independent practice. This can be far more impactful than teachers marking books outside of lesson times and the feedback being provided at a later date.

When giving feedback for literacy, professional judgement should be used regarding the quantity of errors identified. Feedback should prioritise the spelling of subject specific vocabulary and capitalisation errors for proper nouns, days, months and titles of work.

Written feedback should be done using green pen. Teacher comments must be legible and easily understood by the pupil. Teachers are expected to model good English through excellent use of spelling, punctuation and grammar. Pupils should respond to feedback in red pen. They should be provided with time within a lesson to respond to the feedback provided.

## Presentation of Work

To encourage pupils to take pride in their work and secure consistency of expectations across Alsop High School, all pupils within all subject areas are expected to follow the PROUD acronym. This will be checked, and challenged, by teachers and leaders will check for consistency in line with this policy during QA processes.

The points outlined below are the expectations for every pupil in every subject area including students in the Sixth Form.

- P = Pen – write in black or blue ink
- R = Ruler – for straight lines and to rule off work
- O = Oops – put a single neat line through mistakes
- U = Underline titles and dates with a ruler
- D = Draw diagrams and pictures in pencil

## **Alsop's Four Feedback Strategies**

### **1. Self- and/or Peer-Assessment**

This type of feedback is appropriate for low-stakes retrieval quizzes with closed, factual (or multiple-choice) answers.

Create a 'recall quiz' based on a range of previous topics.

Students swap answers with a peer or mark their own.

Display answers and students mark the quiz / correct answers using a red pen.

Feedback and re-teach any errors and misconceptions.

### **2. Formal Deep Marking**

This is appropriate for extended writing and independent learning tasks where deep marking is required.

Mark for literacy where appropriate, prioritising errors in spelling of subject specific vocabulary and capitalisation.

Identify strengths in the pupils' work.

If a serious misconception arises, write a question for students to respond to or an action for students to take.

Challenge pupils who have mastered content with extension questions.

### **3. Whole Class Feedback**

The aim of this strategy is to provide collective feedback and examples of good work to reduce marking workload for staff. The whole class feedback sheet is essential for an effective feedback session when using this particular strategy, as it directs pupil progress by providing examples of what a good one looks like and details common mistakes or misconceptions. This is particularly useful when giving feedback on pieces of work that include extended writing.

The whole class feedback sheet can be printed and given to pupils or simply displayed on the board during the feedback lesson, and students can individually respond to complete targets, correct mistakes and improve their work.

### **4. Live Feedback**

Checking for understanding is a key feature of great teaching; it affords the opportunity for immediate feedback, both affirmative and corrective. Live, over-the-shoulder, granular feedback within lessons, combining live annotation of work and dialogue with the students, can be far more impactful than feedback provided at a later date.

This is appropriate during guided or independent practice, including extended writing. While dialogue / verbal feedback alone can be effective, it may be more effective when combined with live annotation of students' work to aid improvement.

This might take the form of marking for literacy, annotating students' work with questions or actions, or box marking, i.e. draw a box around the section of the student's work you want them to improve and give them a clear improvement target. You may also draw another (empty) box for students to fill in with their improvement – or students can draw this themselves.

Students should always respond to live feedback in red pen.