

## “FEEDBACK TO IMPROVE” – WHOLE SCHOOL FEEDBACK PRINCIPLES (September 2022)

### Purpose of feedback

Feedback should empower our pupils to take responsibility for improving their work and engaging them in their learning. It should have a positive impact on their progress and increase their independence; pupils have to interact with feedback and use it to improve their knowledge and understanding. Positive and meaningful feedback increases academic confidence and enables pupils to flourish; we should always be looking for opportunities to do this. Feedback should not create unnecessary workload for our teachers and should reduce the time that teachers spend on planning learning for pupils. Feedback allows us to be responsive teachers and to develop ALL our pupils; it should ensure that inclusivity and scholastic ambition intertwine seamlessly.

### Process of giving feedback

Pupils should receive feedback at appropriate points in the curriculum and this feedback will be based on the principle of “**WIN**”. This will enable pupils to understand:

- What they have done **WELL**: We must always try and be positive about what pupils have achieved; we need to show pupils where they have been successful.
- What they need to do to **IMPROVE**: This should be subject focused and involve the pupils completing a task. It should also look to develop our pupils' literacy, particularly their use of appropriate terminology.
- Where they are **NOW**: Pupils should be given a GCSE grade or raw score mark, KS3 'Stage', or A2L.

Feedback comes in many forms and the following is best practice:

- Ongoing, regular verbal feedback in lessons.
- Modelling work using a visualiser and explaining how it meets success criteria.
- Live marking in lessons, with the teacher moving around the room and using WIN to help improve work.
- Whole class feedback using “crib sheets” and target questions when there have been misconceptions or common errors.
- Peer or self-assessment, using clear success criteria. Pupils could highlight in their work when they have met success criteria. We should provide pupils with WAGOLs so they can see what success looks like. These could be prepared beforehand or can be live examples shown on a visualiser.
- Use of Mote and comments in Google Classroom.
- WIN sheets that pupils can highlight to show how they have met the success criteria.

Following feedback in a subject, it is imperative that pupils are given time in a lesson to put their feedback into action. This is called “Improvement Time” and can be done as a “Do Now” activity or at an appropriate point in the lesson. It should always be done in green pen so pupils look back and see how they have acted on previous feedback.

Teachers should have high expectations about the presentation of ALL pupils' work and should always challenge pupils when standards drop. Presentation of work influences “A2L” over time and all written work should:

- Be completed in blue or black ink; diagrams should be drawn in pencil.
- Have a title which is underlined with a ruler.
- Have a date that is written in words i.e. Tuesday 6<sup>th</sup> September 2022 and underlined with a ruler.
- Show that pupils have made every effort to ensure their handwriting is neat.

### Frequency of feedback

Feedback improves pupil learning and so there should be clear evidence that pupils have engaged with their work on a regular basis. This will be more in the form of green pen work by pupils rather than teacher comments in red pen or another colour. It is expected however, that there will be evidence of meaningful teacher feedback at key curriculum endpoints. Furthermore, teachers should monitor standards of work and presentation, and so should comment on pupil learning at least once per half term. These comments should always be meaningful and never “just for the sake of it”. Feedback is to help our pupils improve!