**ST GABRIEL’S TEACHER FEEDBACK AGREEMENT 2021-2022**

**What do we mean by teacher feedback?**

Feedback is information given to students by teachers about their performance in relation to intended learning outcomes. It must aim to, and be capable of, producing improvements in students’ learning so that progress is evident and their work demonstrates that learning outcomes have been achieved.

Teacher feedback can be verbal, written or given through means of ICT. The effects of all methods vary and are dependent upon the quality of delivery; it is more important to ensure effective principles of feedback are followed than to worry about the way in which feedback is given.

**Why is high quality feedback important?**

“All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. However, not all feedback has positive effects. Done badly, feedback can even harm progress.”

(EEF, 2021)

The EEF’s ‘Teaching and Learning Toolkit’ shows feedback to be the teaching and learning strategy capable of having the biggest impact on student progress and outcomes.

However, the EEF’s most recent publication warns of the importance of ensuring feedback is meaningful so that it can be effective, especially given the time it takes teachers to provide.



**Three Principles of Effective Feedback:**

*Source: ‘Teacher Feedback to Improve Pupil Learning’, EEF, June 2021)*

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| 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 initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). |
| 1. Deliver appropriately timed feedback that focuses on moving learning forward.
 | Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. Feedback that focuses on a learner’s personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. |
| 1. Plan for how pupils will receive and use feedback.
 | Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback’s effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. |

**How are we embedding these principles of effective feedback?**

In addition to our formative feedback strategies (i.e. verbal feedback during lessons, progress checks, plenaries, peer-assessment and self-assessment), **all teachers must provide students with feedback every four lessons** according to the following system where we alternate between individual ‘Blue Box’ marking and implementing our agreed whole-class feedback strategy.

Feedback should be given on identified resilience tasks, home learning tasks, end of unit reviews and assessments/examinations according to what has been planned in the scheme of learning.

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| **Individual Blue-Box Feedback** | **Whole-Class Feedback** |
| **DO:*** Use blue highlighters to identify the pieces of work you are providing feedback on by drawing boxes around them.
* Provide written feedback in **red pen** so this is easily identifiable for students.
* Ensure your handwriting is legible, well-presented and reflects accurate SPaG.
* Focus on assessing the quality of literacy within the blue box. Identify a maximum of 5 spelling errors and provide the correct spellings in the margin. Draw attention to punctuation and grammar errors throughout.
* Use our school marking codes to identify SPaG errors and presentation concerns (see below).
* Provide specific and accurate affirmative comments when appropriate to boost students’ confidence and acknowledge their strengths.
* Provide specific and measurable instructions on how to improve with **‘Action =’** preceding your comment. This will likely require students to rewrite all or part of a response, or add something additional to their original work.
* Focus on getting students to the next level of progress, improving their literacy, oracy and numeracy and developing subject-specific skills.
* Monitor students’ work carefully for unidentified SEND and make timely referrals to the SENDCo where concerns are evident.
* Provide feedback to disadvantaged / SEND students first (Focus 5).
 | * Take in all exercise books / pieces of work and review students’ learning, but do **not** provide individual feedback or comments.
* Complete a blank copy of the school proforma for your class based on their identified strengths and needs. Include:
1. Common SPaG errors in the space provided.
2. Common misconceptions in the space provided.
3. Examples of excellent practice from students’ work under the heading ‘Shining Moments’.
4. Specific, meaningful and measureable actions for students to choose from based on identified areas for improvement.
* Print the proformas on A5 blue paper.
* Ensure students stick their whole-class feedback proforma in their books next to the piece of work and their corrections / responses.
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| **DON’T:*** ‘Tick and flick’; this leads to misconceptions that all the work on the page has been checked, is free from error and meets expectations.
* Provide vague or generic comments (e.g. answer in ‘more detail’), as this is not specific enough to enable students to act and therefore improve.
* Provide ‘pointless praise’; whilst this is nice for students to read, it does not facilitate progress and so it not a good use of your valuable time.
* Provide students with advice for ‘next time’; actions must be immediate to facilitate progress.
* Provide students with questions to answer that are not related to improving specific pieces of work.
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**Feedback Codes:**

Feedback must serve to continuously correct, stretch and challenge literacy. It should also reinforce high standards of presentation. The following feedback codes must be used by all teachers; it helps our students to understand our feedback when we are consistent. Codes must be clear and situated next to the word / sentence / error you wish students to re-address so there is no ambiguity:

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| **Sp –** spelling correction required | **G –** grammar correction required |
| **P –** punctuation correction required | **// -** a new paragraph should have started here |
| **Alt** – use an alternative word | **?** – sentence does not make sense / fault in expression |
| **Pres** – Presentation needs to be improved | **H** – Legibility of handwriting is a concern |
| **M** –Misconception | **U** – Underline dates and titles |

**Feedback in practical subjects:**

* In subjects where students produce work of a largely physical or practical nature, feedback can be given through feedback and reflection booklets as opposed to using exercise books. This must include space for individual blue-box feedback and whole-class feedback **every four lessons**. They may also include additional opportunities for peer-assessment, self-assessment and student self-evaluation.
* Feedback can also be given verbally (e.g. through an audio recording or structured conversations with students); however, there must be written or electronic records to evidence how/when this has taken place and how students have acted upon their verbal feedback to improve their work.
* Teachers are expected to record a sample of students’ work as evidence for work sampling. When recording students’ practical work as audio or video files, only school equipment is permitted to be used. It is not appropriate for teachers to use personal devices to record students’ work under any circumstances due to GDPR. Teachers must check consent has been given for students to be recorded.

**Green Pen Time:**

* Following individual blue-box marking and whole-class feedback, students must be given up to **15 minutes** at the start of the next lesson (in place of a ‘Do Now’ task) to review their feedback, complete SPaG corrections and complete actions. Spelling errors must be completed by students x 3 in the margin beneath where teachers have provided correct spellings.
* Students must complete corrections and actions in **green pen** so this is easily identifiable for teachers. Corrections and actions should ideally be completed underneath the teacher’s red pen comments, but can be completed on GPT slips if there is insufficient space.
* Teachers must circulate throughout GPT to ensure students’ attitudes, corrections and responses meet our high expectations.
* Teachers are expected to review students’ corrections and responses when work is next taken in four lessons later to ensure this has been completed to the expected standard with accuracy. Where this has not been completed or inaccuracies are evident, this must be noted and followed-up with students in the next lesson; otherwise, we are leading students to the misconception that what they have produced during GPT meets the expected standard and is correct.

**Peer and Self-Assessment:**

* Peer and self-assessment opportunities can create highly effective learning experiences for students as they ‘step into the shoes’ of the teacher or examiner and consider what constitutes a successful piece of work. This enables students to apply their knowledge of strong/weak responses to improving their own work.
* Peer and self-assessment **must not be used as a substitute for teacher feedback** in the four-lesson cycle and must not involve students simply ticking/crossing answers.
* Peer and self-assessment should always invite students to provide both affirmative and constructive comments. Therefore, teachers should consistently use the **What Went Well (WWW)** and **Even Better If (EBI)** model, providing a clear and simple structure for students to follow.
* Students require clear success criteria to refer to when peer or self-assessing; this should always be modelled by the teacher to support students in providing meaningful feedback. Success criteria should lead students to consider literacy, oracy, numeracy, knowledge and skills relating to the piece of work being assessed.
* It is appropriate for peer and self-assessment opportunities to be used as progress checks following activate tasks and plenaries following resilience tasks.

**Responsibilities:**

Senior Leaders:

* Remain up-to-date with educational research relating to feedback.
* Collaborate with teachers to review the feedback agreement as required (e.g. through the QoE Working Party established in Summer 2021).
* Produce and update the feedback agreement, and implement this with all teachers via effective, ongoing training opportunities.
* Adopt a whole-school quality assurance system to assess the consistency and impact of feedback on student progress and outcomes.
* Support Middle Leaders in implementing the quality assurance system through Line Management.
* Hold Middle Leaders to account regarding their quality assurance of feedback within their subjects.

Middle Leaders and TRIPs:

* Ensure the consistent implementation of the feedback agreement across the department/subject area.
* Quality assure the frequency, quality and impact of feedback across the department.
* Provide teachers with opportunities to share good practice through collaborative work sampling.
* Provide support for teachers who are struggling to provide feedback for impact.
* Hold individual teachers to account where the feedback agreement is not being adhered to.
* Retain examples of standardised, marked work for evidence folders.

All Teachers:

* Be fully conversant with the details of this feedback agreement and participate fully in all training.
* Implement the feedback agreement rigorously and consistently with all classes.
* Reflect on the impact of your feedback on a half termly basis – is it ensuring high standards of presentation, literacy and progress? If not, what needs to change and do you need support?
* Be open to sharing your practice with other colleagues during collaborative work sampling sessions.
* Be prepared for individual work scrutiny to take place with your line managers as part of appraisal.

**Frequently Asked Questions:**

1. **When can the four-lesson cycle start?**

Any time during the first four lessons with a class at the beginning of the year. Plan this out carefully to manage your workload and ensure you are not taking too many class’ work in at once.

1. **Which approach should I begin with?**

You can begin with either individual blue-box marking or whole-class feedback. Again, plan this out carefully to manage your workload so you are not blue-box marking too many class’ work at once.

1. **Do I need to draw a full blue-box?**

No, you can draw corners or square brackets around the piece of work instead. However, remember we are modelling high standards of presentation when we mark students’ work so ensure this is done neatly.

1. **Should the blue-box be drawn around the full piece of work?**

Yes, please ensure the blue box is around the entire piece as opposed to a section. Otherwise, it could be mistaken that the teacher has only marked that particular section.

1. **Do I have to provide an affirmative comment on every piece of work?**

No, there may be occasions where it is not possible or appropriate to give an affirmative comment. However, it is encouraged that affirmative comments are given whenever possible so we are drawing students’ attention to their strengths as well as their needs.

1. **How will students know which part of the work the actions relate to?**

We can use numbers or \* within the work to draw students’ attention to this, and write the actions beneath.

1. **Can another part of the lesson be shortened to allow for 15 minutes GPT?**

Yes, it is at each teacher’s discretion to identify which part of the lesson should be reduced to allow sufficient time for GPT (e.g. a shorter resilience or activate task).

1. **Do the calendared assessments/examinations completed twice per year for each year group count as the teacher feedback for that point in the four-lesson cycle?**

Yes they do, there is no expectation that classwork / home learning are marked in addition to the assessment/examination.

**July 2021**