



**KINGSDOWN  
SCHOOL**

## Feedback Policy

## The Purpose of Feedback

We aim to provide students with frequent feedback that moves their learning forward to make rapid progress.

## What We Expect to See

### In Books

- Students receive feedback every 3-4 lessons in a variety of ways.
- Students respond to individual, whole class, self and peer feedback in green pen.
- There is evidence of model exemplars in books at regular points. In written subjects there is an expectation of showing an excellence and a standard response.
- We **do not** expect to see teacher comment – feedback is evident through green pen work, model answers, teacher tracking and planning.

### In Lessons where appropriate

- Tracking, Not Watching
- Cold Call
- No Opt Out
- Right is Right
- Show Call
- Students acting on feedback received

## Exam feedback

### KS3

- Evidence of feedback from tests in green pen by students.

Where appropriate:

- Model answer to support feedback.
- Reviewing and redoing of knowledge/skills.
- PLCs given to students to show areas of focus.

### KS4

- Evidence of feedback from tests in green pen by students.
- PLCs given to students to show where to focus.

Where appropriate:

- Model answers to support feedback where appropriate.
- Redoing or ongoing review of knowledge/skills where appropriate.

**Subject leaders** to lead on appropriate points in SOW where tracking, checking and feedback should take place.

**Class teachers** to follow direction of subject leaders, but to react to the needs of students and respond with feedback as appropriate lesson to lesson.

## Rationale

- Those who need most help understand marking least. Also the time gap between when the work was done, when it is marked and when students get to improve it leads to slower student progress.
- Most marking is wasted; it does not lead to students knowing more, understanding things better, or producing better quality work.
- Effective teaching and learning is when feedback is informed by interaction with students; by understanding where they are, identifying misconceptions, feeding back to students and students responding to this feedback immediately.

### Principals for Feedback

- Teachers should continually engage students in activities that provide them with information and data about what the students have understood.
- The information gathered about student understanding could lead to the adjustment of teaching in response so learning is advanced.
- Teachers in lessons should ensure students are clear of what needs to be understood and how students should undertake the work e.g modelling or devising success criteria for an extended piece of writing,
- Teachers should use whole class and individual discussion and activities effectively to show evidence for learning. E.g : whole-class response methods of questioning, 1-2-1 checking for understanding and providing feedback.
- Students should be used as learning resources for each other. E.g class critique, peer assessment, peer to peer instruction.
- Students should own their own learning: Self quizzing, self-assessment against mark schemes and criteria. But be careful that self-report is telling you what you need to know. Don't rely on students saying they understand, check they understand.
- Teachers should plan for error so that misconceptions can be picked up on, challenged and corrected.
- Maximum use of formative assessment, low-stakes, high frequency testing owned by teachers and students focused on specific, clearly defined areas of knowledge and skill. Feed this back so students and teachers are immediately aware of gaps in students' knowledge. Teachers should then plan for how these gaps are to be closed.
- Teachers should plan for how they will track the students learning in a lesson e.g checklist, tally chart, initial etc.
- Teachers should use their tracking to inform feedback e.g individual, class, reteach.
- Where possible students should respond to feedback immediately in the lesson they should use green pen to do so. This does two things, firstly it informs them of gaps they had and highlights this for later revision. It also shows you as a teacher the feedback you have given previously in later lessons.
- Feedback given to students should be clear and concise
  - Economy of language – not too wordy
  - Precise – so students know clearly what to do.
  - Actionable – students can act on this immediately

## Suggestions for Feedback

- How feedback is given to students should be dictated by the needs of the students, and the professional opinion of the teaching staff for example:
  - Individual 1-2-1
  - Coded feedback written into books
  - Whole class
  - Reteach
  - Replan
  - Peer review/ self review with clear criteria
  - Live marking
  - Live modelling
  - Written feedback

Signed by :  
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Date : 30<sup>th</sup> November 2020

Signed by :  
Lynne Scragg

Date : 30<sup>th</sup> November 2020