



**OLDFIELD
SCHOOL**

FEEDBACK POLICY

Last Review:	January 2023
Committee:	SLT
Date Ratified:	18/01/2023

1. Rationale

- 1.1. The purpose of this policy is to provide guidance on the use of feedback at Oldfield School.
- 1.2. Feedback is a very powerful tool for raising students' achievement and the principles laid out in this policy are based on research and consultation with both staff and students.

2. Aims

- 2.1. Our feedback policy is based on the principle that feedback should aim to, and be capable of, producing an improvement in a student's performance.
- 2.2. Feedback which follows the principles of this policy should be working to achieve two goals:
 - To raise achievement for all students at Oldfield School and
 - To eliminate gaps between identified groups of students.

3. Content

- 3.1. Opportunities for teachers to assess students' work exist in a variety of contexts. This could be through written work, including homework, oral work, group work, practical tasks, coursework, controlled assessment and testing.
- 3.2. This policy consists of a series of core principles and Learning Areas will apply these principles in a way which will most benefit students in their subject(s).

4. Application of the Policy

- 4.1. The policy applies to all teachers at Oldfield School, including ITT teachers.
- 4.2. Learning areas decide how to best apply this policy in their subjects. Details of this will be housed in Learning Area Handbooks.

5. Core Principles

The core principles of this policy are:

5.1. Feedback is given selectively

5.1.1. High quality feedback that will close gaps in achievement is best when being selective about which pieces of work receive detailed feedback. 'Tick and flick' marking does not close gaps – there is no need to do any marking of notes/work completed as a class e.g. mind maps but it is good practice to check for completion.

5.1.2. Not all pieces of work need to be marked. Feedback has greater impact when it is used relatively sparingly – teachers should focus on what would make the most difference.

5.1.3. Key pieces of work for close marking will be identified in careful planning. Departments will identify these within their schemes of work.

5.2. Feedback is most often formative

5.2.1. Feedback will be highly specific and including examples of how to improve.

5.2.2. Feedback will:

- give students a clear picture about what they have done well, and what they need to do next to make progress;
- be clear, unambiguous and consistent with the students' own language skills;
- provide students with strategies that they could adopt to develop their work.

5.2.3. A very large proportion of the formative feedback that teachers give is the verbal feedback that takes place every lesson. Students are encouraged to act on this during lessons.

5.2.4. In subjects which are more practical and involve less in the way of written work (for example, art, music, drama, technology, practical PE and MFL) verbal feedback will be the primary method and is highly valuable.

5.3. Summative feedback will be used to assess progress at standard intervals.

5.3.1. At KS3, core subjects complete a minimum of six assessments per year; foundation subjects three. Learning Areas decide on their own assessment pattern and will ensure that these set tasks cover the range of skills required in the subject. All students in a year group will complete the same assessment tasks, regardless of teacher, to ensure comparability and allow for moderation of work. Assessment tasks may be tiered where this is the approach used for KS4 terminal exams. Leaders of Learning will ensure that outcomes from these assessments are recorded centrally and utilised to:

- improve students' performance;
- inform long-term curriculum planning;
- inform short-term lesson planning;
- target interventions;
- inform setting.

5.3.2. At Key Stages 4 and 5, students complete a minimum of six assessment tasks in all subjects. The use of examination board resources such as examiners' reports and markschemes should be a feature of the feedback given to students in these key stages.

5.3.3. Students in Key Stages 4 and 5 will have formal 'mock' examinations to help to prepare them for their terminal examinations.

5.3.4. Students in Key Stage 3 will sit end of year exams in the core subjects of English, Maths and Science. Exams will be set in other subjects and learning areas where it is deemed appropriate.

5.3.5. Examinations will form one of the students' three or six assessments per year and will aim to be summative of content and skills studied across the year.

5.3.6. End of Key Stage 3 examinations for core subjects will be organised to run in as similar a manner to external exams as possible. They will take place in the sports hall where this is possible. If not possible they will take place in classrooms. All other end of year exams will take place in classrooms in controlled conditions.

5.3.7. End of year exams for KS3 will be undertaken during an identified fortnight during term 5 and/or term 6.

5.4. Feedback must be easy to interpret

5.4.1. Teachers will mark work in a colour which is not used routinely by students e.g. red, and will present feedback in line with how students are expected to present their work.

5.5. Feedback will focus on the development of students' literacy and numeracy

5.5.1. Explicit opportunities must be identified for improving students' literacy skills through feedback. Teachers will:

- Provide appropriate vocabulary checklists for their subject area.
- Insist on a high level of correctness.
- Regularly identify spelling, punctuation and grammar errors in writing or facilitate students identifying their own or each other's mistakes. Teachers will use the 'Think Pink' strategy to identify errors. Errors will be highlighted in pink and students will be given specific time in lessons to correct these.
- Ensure that the number of identified errors is appropriate to the learning needs and ability of each individual student.
- Be selective about the number of errors marked in a piece of work – either by highlighting a limited number of errors throughout or close marking one section of a longer piece of work.

5.5.2. Feedback needs to be acted upon by the student in order to have a meaningful impact e.g. re-drafting of a piece of work / section of work or correcting spellings or grammatical errors, learning correct spellings as part of homework or writing out calculations in full.

5.6. Feedback can involve students as well as the teacher

5.6.1.Students will be given opportunities to proofread and check their work before handing it in as this type of self-assessment is a valuable form of feedback.

5.6.2.Students will also be given opportunities to provide feedback on the work of other students as this kind of peer-to-peer feedback is also valuable. Teachers should consider this as a useful tool.

5.6.3.Following feedback from self or peer assessment, students should be given opportunities to improve and re-draft work.

5.7. Feedback should be timely

5.7.1.Feedback is most effective when it is received as soon as possible after completion of a piece of work. As such, students should expect to receive timely feedback.

5.7.2.Appropriate pieces of homework will receive feedback within a reasonable timeframe. This is usually one week but may be longer for extended pieces of work. Super Curriculum homework does not need to have feedback provided but completion will be recorded.

5.7.3.Learning Areas have decided upon suitable timescales for frequency of written feedback. These are outlined in Appendix 1. This is a 'best fit' approach and the pieces of work to receive feedback should be carefully considered.

5.8. Feedback must lead to action

5.8.1.All teachers must plan time within their lessons for students to act on feedback they have received (Directed Improvement and Reflection Time or DIRT). This is often best at the start of a lesson. During this time, students are given specific tasks to complete which build upon the work they have completed previously. Teachers are encouraged to use codes or numbered tasks to reduce the time required to administer this.

5.8.2.Students should use a green pen for peer feedback, making corrections and DIRT activities

6. Using feedback to raise achievement

6.1. Feedback is a very powerful tool in raising student achievement. For verbal and written feedback, teachers will be mindful of the 'First 3' approach and will ensure that marking is undertaken first for these identified students.

7. Monitoring and Evaluation

7.1. Leaders of Learning and Heads of Subject should be scrutinising their teams' feedback regularly and sharing the findings in a way which is very clear about their high expectations. This is primarily done through:

7.1.1.Learning Walks – feedback and marking is regularly a focus of learning walks.

7.1.2.Learning Area Work Scrutiny – these take place three times across the year

7.2. The quality of feedback and marking is monitored against the principles laid out in this policy and specific Learning Area documentation.

7.3. Across the course of each academic year, the quality of feedback given to every Key Stage must be scrutinised at least once.

7.4. The Senior Leadership Team will:

- Undertake work scrutiny at regular intervals with either a Learning Area or student group focus.

7.5. Leaders of learning and subject leaders carrying out work scrutiny need to:

- Inform staff about the focus of the work scrutiny, and the dates for monitoring and giving feedback
- Ensure that work scrutiny is carried out for each Key stage
- Make steps to ensure that work scrutiny achieves a balance between supporting and sharing good practice alongside rigorous checking
- Provide feedback to individual staff and to the SLT (via line management structure)
- Plan support or coaching for individuals or groups of teachers, as appropriate

Appendix 1
Frequency of written feedback

Learning Area	Subject	Key Stage 3	Key Stage 4	Key Stage 5
Maths, Business Studies and Computing/ICT	Maths	Marking with corrections and DIRT task set once every 2 weeks - may be feedback to a test		
	Business Studies	N/A	Marking with corrections and DIRT task set once every 2 weeks - may be feedback to a test	
	Computing	Marking with corrections and DIRT task set twice per term - may be feedback to a test	Marking with corrections and DIRT task set once every 2 weeks - may be feedback to a test	
Humanities	Religious Studies	Once per term	Every 3 weeks (7-8 lessons)	Fortnightly
	History	Every 6 lessons (4 weeks)	Every 3 weeks (7-8 lessons)	
	Geography	Every 6 lessons (4 weeks)	Every 3 weeks (7-8 lessons)	
	Child Development	N/A	Every 3 weeks (7-8 lessons)	
	Health & Social Care	N/A	N/A	
	Psychology	N/A	N/A	
	Sociology	N/A	Every 3 weeks (7-8 lessons)	
Creatives	Art	Three specifically marked key pieces a year. With 3 other key pieces marked using selected comments to indicate progress. DIRT given alongside this. Verbal feedback is a regular feature of lessons.	Specifically written feedback will be every 4 weeks. Oral feedback is a regular feature of lessons. During GCSE project feedback will be regular and oral until the final assessed outcome.	Fortnightly
	Technology			
	Drama			
	Music			
Science	Science	Twice per unit. This will likely be approximately every 7 lessons	Approximately every 5 lessons	Fortnightly
MFL	Spanish	Once per unit, plus end of unit assessment	Every 4 weeks plus end of unit assessment	Fortnightly
	French			
PE	PE	As a minimum teacher will provide written feedback at the end of each term for a written homework	Every 3 weeks	Fortnightly
	Dance		Every 3 weeks	Fortnightly
	CoPE	N/A	Every 3 weeks	N/A
Communications	English	Every three weeks or less, a minimum of 2 per term. The first of these will be a mid-term deep marking of classwork or homework Second will be end of unit standardised assessment.	Every two weeks or less. This may be short answer questions; essays, examination pieces or a test.	Fortnightly
	Media Studies	N/A	Every three weeks. During GCSE project feedback will be regular and oral until the final assessed outcome.	N/A
	Film Studies	N/A	N/A	Fortnightly

N.B. Where there are split classes, frequency seen in individual books may show marking less frequently. This includes Key Stage 5 classes where, for example, a class with two teachers would expect each teacher to mark a substantial piece of work once every 4 weeks. This should be co-ordinated by teachers so that overall feedback is given fortnightly.