

Progressive Feedback Policy



July 2017

Chaucer School Progressive Feedback Policy

The aim of feedback and time effective feedback is:

1. To ensure that students are making progress in terms of knowledge and understand of subject content.
2. To prepare students for summative assessment through the application of skills related to specific command words i.e. analysis and evaluation.
3. to encourages students to take more responsibility and ownership for their learning

Teaching staff will use 3 forms of feedback:

Deep analysis with feedback: (WWW with actions for progress)

This is personalised feedback ensuring students know exactly what to do to improve to reach the next level. It will identify clear areas of strength (www) and exact comments on how to improve in order to make progress (actions for progress). Students will then be expected to respond to the action(s) for progress. This will occur either in class or as an independent learning task. All up-levelling of work will be completed by students in purple pen so it is easily identifiable for re-evaluation. Once completed up-levelled work should be assessed by the teacher and 'closed down'. Where appropriate work that has been deeply analysed should be graded or levelled when initially evaluated and also when the actions for progress have been completed.

In class 'fix it-move up' feedback & feedback for literacy.

Green pen marking which takes place during the lesson to challenge misconceptions and facilitate rapid progress where possible and demonstrate to students where accurate work has been completed/undertaken. In class assessment should be used to help in the planning of subsequent activities/lessons to ensure rapid progress is being made by students.

Verbal feedback:

This essential feedback offers learning conversations that encourage the student to reflect on the teacher's comments and encourages the students to discuss their areas of concern and aspirations. Teachers will use strategies in books to indicate when verbal feedback has occurred e.g. stickers/ stamps or the symbol VF: Verbal feedback given **and either the student or member of staff will date it.**

Our students will use 2 additional forms of marking and feedback:

Self-assessment:

This form of marking ensures that students take responsibility for their learning and can recognise their strengths, weaknesses and common mistakes.

Peer assessment:

By evaluating the work of other learners students get an understanding of feedback and success criteria whilst being able to learn from their peers. It provides an opportunity for modelling and sharing work.

Feedback Essentials

Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Progress orientated

Effective feedback requires that a person has a target, takes action to achieve the target, and receives target-related information and guidance about his or her actions.

Clear and with tangible impact.

Any useful feedback system involves not only a clear target, but also tangible results related to the target. This could be in the form of completion of levelled success criteria related to the target.

Actionable

Effective feedback is concrete, specific, and useful, it provides actionable guidance for the students. 'Excellent work' 'not correct' 'Level 5' are not examples of feedback. Student must be able to use the feedback provided to make progress towards the overall target. 'In order to achieve step 4 you must refer to historical sources in you explanation'.

User-Friendly

Feedback might seem perfectly understandable to the teacher however this may not make sense to the learner. Feedback has little or no value and therefore impact if the student cannot understand it; model what it is you want students to do. Students can feel overwhelmed by extensive feedback. Prioritise what it is you would like students to do and chunk it down.

Timely

In most cases, the sooner a student gets feedback, the better. Use of exam style questions as an apply to demonstrate task and exit tickets can alleviate the giving of marking and feedback on all preparatory work, where students are grappling with new concepts, techniques or skills. Feedback on this work can be in the form of verbal feedback and light touch, in class, feedback.

Ongoing

In order for students to progress with learning it is essential to have time built into schemes of learning whereby students action the feedback given. Attempts at up-levelling need to be revisited by the teacher and further feedback given or in the event of student being successful, celebrated and the feedback loop 'closed down'. If students are receiving the same feedback repeatedly but show no improvement, the student will obviously need further support.

Consistent

Teachers need to meet the high school expectations of feedback in order for it to be effective across the whole school. Only when this occurs can student transfer skills needed to up-level work and make progress.

Feedback for Literacy:

To support standards in literacy across the school written work will be corrected using the feedback Code with no more than 4 per page.

All students will have either high frequency words or subject specific terminology printed correctly in the margin and be expected to re-write the word underneath 3 times. Opportunities for students to correct literacy errors will be built into schemes of learning. This will support literacy standards across the school and show a consistent approach from all teachers.

The spelling of subject specific words, academic language and technical accuracy will be part of feedback for students giving an opportunity to practice and improve.

Have 'PRIDE' in your 'SPAG'!



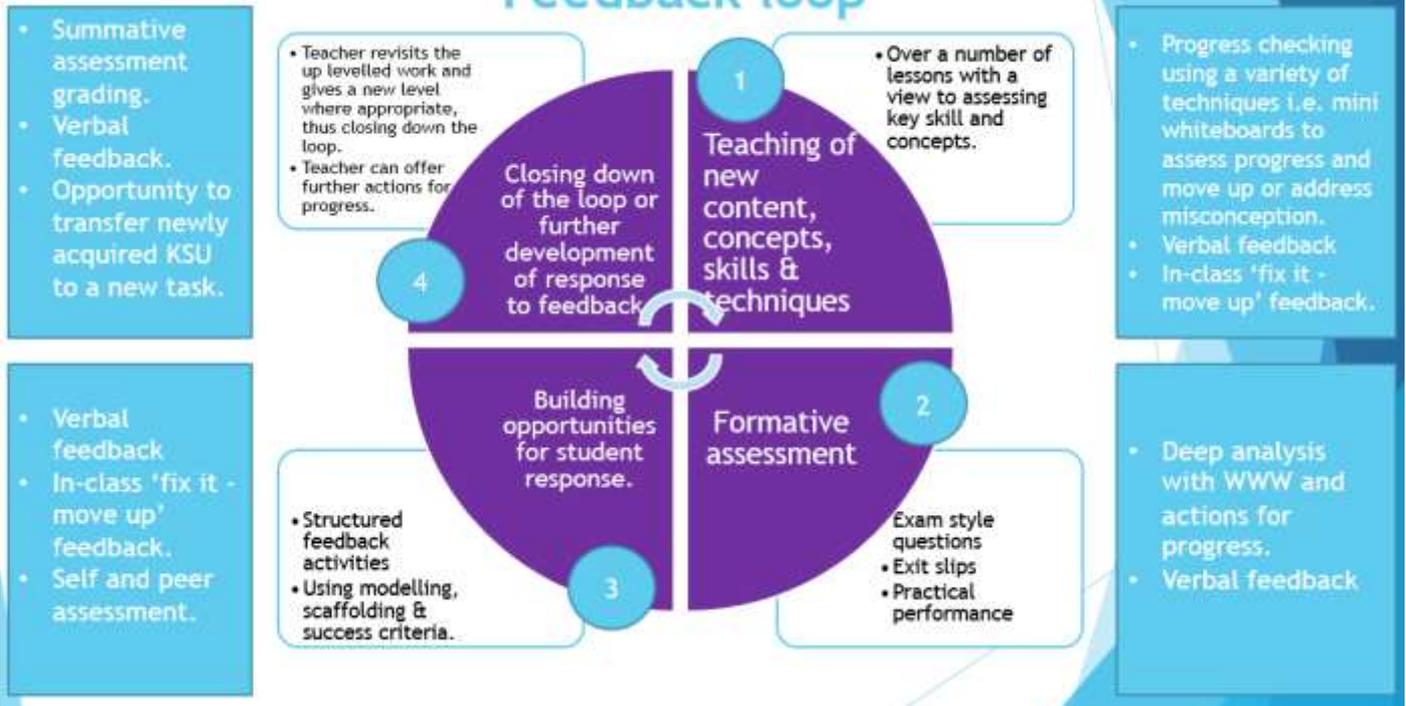
P&P		PA/SA TA		Feedback code		PA/SA TA
P _{en}	Always write in blue or black pen.		S _{pelling}	SP	Correct spelling mistakes by writing them out again three times.	
R _{uler}	Draw tables and underline all dates and titles with a ruler.		P _{unctuation}	P	Check your work for accurate use of punctuation.	
I _{naccuracies}	Inaccuracies are crossed out with one straight line.		A _{mbitious vocabulary}	AV	Use a more ambitious word in place of another to improve the quality of your written work.	
D _{ate}	Dates need to be written out in full.		G _{rammar}	GR	Check the structure of your sentences ensuring they read appropriately.	
E _{nsure}	Ensure all work is completed in your best handwriting.		Date completed			

To embed best practice:

- All teacher's feedback will be completed in green pen students' response to feedback will be completed in Purple pen.
- Pride in presentation will be consistently challenged by teachers in all departments.
- All teacher comments will be written legibly and follow the line of the book to ensure neat presentation
- Deep evaluation will be completed every 6 hours of learning. There will be clear evidence of where a learner has met the success criteria and advice for a student on areas for improvement and how to reach the next level.
- Students will be given an opportunity each half term to complete peer or self-assessment. Students will be taught how to use peer and self-assessment effectively in each department.
- The quality of student comments will be reviewed at teacher and department level and used to inform planning.
- It will be clearly displayed in books when verbal feedback has been given.
- Teachers will share success criteria and mark schemes to allow students to understand how to progress.
- The quality assurance process ensures that a book scrutiny is completed each half term.
- The department feedback policy is displayed in all books and in classrooms and shared with parents.
- The feedback policy is distributed to parents annually and it is available on the website.

All department policies can be found on curriculum section of the Chaucer website.

Feedback loop



'Fix it- Move up Feedback' in action.

