

Progressive Feedback

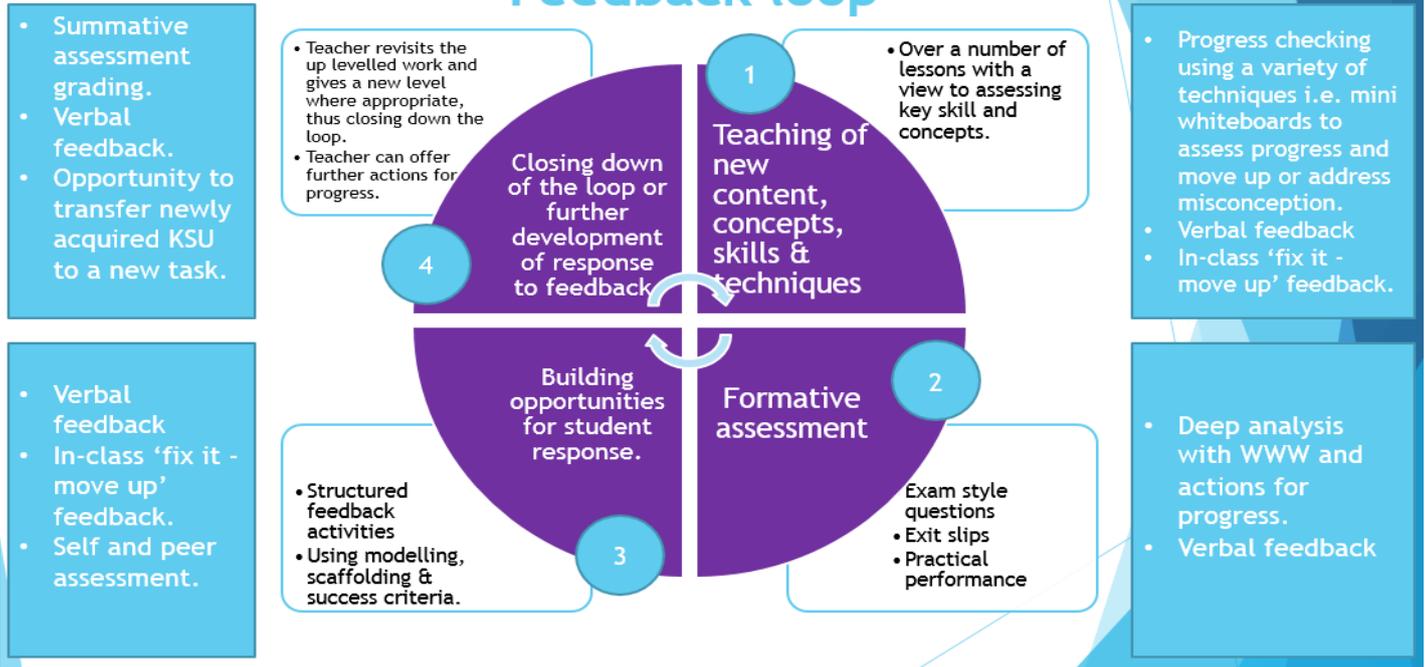
Written feedback

- There are two types of written feedback: `detailed` and `fix it, move up` feedback.
- The frequency of each type of written feedback will vary between subjects and key stages, dependent on formal TSAT assessment and subject assessments.
- Agreed minimum key pieces for detailed feedback should be clear in the feedback policies of each subject area.

Detailed feedback

This will primarily focus on end of unit assessments tasks. Detailed personalised feedback will clearly identify the strengths (WWW) and strategies for improvement (E.B.I and next steps) for students. Teachers should plan opportunities for students to respond to feedback. Students will need to be skilled up by the teacher to ensure that response is impactful. Once completed up-levelled work should be checked by the teacher and 'closed down'.

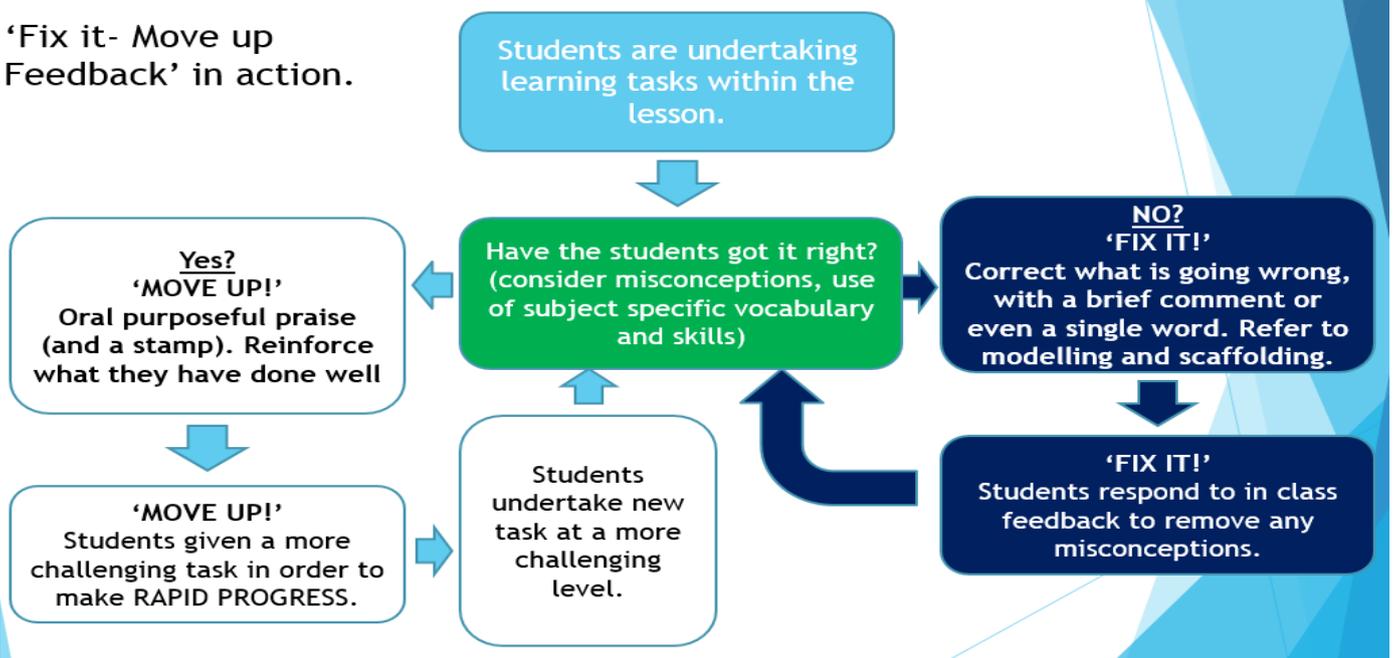
Feedback loop



In class 'fix it-move up' feedback

This green pen feedback takes place during the lesson to challenge misconceptions and facilitate rapid progress. In class assessment should be used to help plan subsequent learning to ensure rapid progress is made by students.

'Fix it- Move up Feedback' in action.



Verbal feedback

This is the most frequent form of feedback; it has immediacy and relevance as it leads to direct student action and progress. Verbal feedback may well be directed to individuals or groups of students.

Peer Feedback

This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the teacher. 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.

Self-feedback

Akin to peer feedback, students need an explicit and clear structure to identify their learning needs. Teachers should share success and/or assessment criteria where appropriate. This form of marking ensures that students take responsibility for their learning and can recognise their strengths, weaknesses and common mistakes.

Literacy Feedback

For the literacy standards of Chaucer students to improve, appropriate and targeted feedback for literacy needs to be given. It will occur in both `detailed` assessment feedback and in `fix it, move up` feedback. Whole school generic literacy symbols will be used (see below) together with appropriate subject area literacy symbols set out in subject area policies.

- SP - incorrect spelling
- P - inaccurate use of punctuation
- C - capital letters
- ^ - missing words
- ? - unclear meaning
- // - paragraph

Pride and Presentation Feedback

Pride in presentation will be consistently challenged by teachers in all departments. A self assessment grid will be used with students at times.

- Always write in blue or black pen
- Dates and Titles need to occur at the start of each lesson and need to be underlined
- Work completed needs to be in neat, legible handwriting
- Tables and diagrams need to be drawn in pencil
- Inaccuracies need to be crossed out with a single line.

PP and SEND students

Although all students benefit from clear feedback, and the following strategies, PP and SEND students are most vulnerable to missing out on or not using feedback well. Teachers should therefore be mindful of the impact of feedback on PP and SEND students in terms of consistent coverage, engagement and motivation, and consider the following strategies:

- Consider feeding back to PP and SEND student work first as a priority, and keep a track of absences to ensure students do not miss out on feedback.
- Be extremely explicit in the WWW and why work was good, making progress extra clear, eg 'This was good because...' or 'I can see you were focused on improving X because it's better than last time's X.'
- In EBI and next steps, model correct work/processes to provide confidence. Be very explicit in a task to complete or improve, rather than something to consider.
- Consider not levelling/grading work to consider focus on feedback.
- Always check responses to feedback. Are they complete? Developed? Prompt reflection from students and find an opportunity to praise progress.

All Subject Areas will have their own feedback addendum which can be found on the curriculum section of the Chaucer website.