# FEEDBACK POLICY

<table>
<thead>
<tr>
<th>Ratified by Governors</th>
<th>11/06/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review date</td>
<td></td>
</tr>
<tr>
<td>SLT responsible</td>
<td>SCu</td>
</tr>
</tbody>
</table>
BRENTSIDE HIGH SCHOOL FEEDBACK POLICY

Brentside High school challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.

Our vision is one that will take Brentside from good (OFSTED June 2011) to Outstanding.

The purpose of the policy is to use formative assessment to open up a dialogue with students about their progress. To continually close the gap thus improve the learning and achievement of students in the school. This policy should be read in conjunction with other policies and in particular the teaching and learning, assessment and literacy policies.

This policy clearly sets out the expectations of practice in our school to ensure the learning and achievement of students is systematically supported, guided and encouraged, so that they can become effective learners, taking responsibility for their learning and progress.

Principles
This policy is based upon three key drivers:

- To continually close the gap and ensure students make the expected levels of progress over time
- To ensure all students have a clear understanding of how well they are progressing towards the assessment objectives and how best to improve their work
- To celebrate success and ensure all students feel valued

Feedback methodologies
Students can receive feedback through:

- **Self assessment** – students make judgements about their work against clear success criteria to facilitate their learning and progress over time
- **Peer assessment** – students act as critical friends, critiquing the work of others in a way that both supports and challenges them and facilitates their learning and progress over time
- **Teacher assessment** – teachers provide constructive feedback to inform students of how well they have done and what they need to do to improve
Types of feedback

**Verbal feedback** – directed feedback targeted to individuals or groups of students. This type of feedback is integral to learning and progression. It will involve the use of dialogue and questioning to ascertain what the students know, identify gaps/misconceptions in their knowledge and understanding and scaffold the development of their understanding to enable them to meet the learning objectives in the lesson.

- Students must make a note of the feedback given
- Teachers must make a record on the students work when verbal feedback is given, by using a stamp or the code **Verbal Feedback Given (VFG)**

**Written comments** – directed feedback targeted at the individual student giving information specific to their performance linked to clear success criteria. The feedback must be given in the form of *What Went Well* and *Even Better If*. Comments should model the good use of English and use language that is accessible to the student. Comments can be written either at the end of the piece of work or at the appropriate point in the work inside the margin. All comments must be clearly written in red pen.

<table>
<thead>
<tr>
<th>Code</th>
<th>Term</th>
<th>Descriptor</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWW</td>
<td>What Went Well</td>
<td>The strengths in the students work are highlighted linked to the success criteria</td>
<td>2-3 strengths highlighted</td>
</tr>
<tr>
<td>EBI</td>
<td>Even Better If</td>
<td>A directed improvement comment is given, which should lead to an action from the student.</td>
<td>1 improvement comment</td>
</tr>
</tbody>
</table>

**Literacy** – all staff at Brentside share a responsibility for developing students’ literacy skills and are therefore expected to provide literacy feedback to students. All feedback should be given taking into account the individual student’s ability, so that steps to improve literacy provide appropriate challenge and stretch. Staff must use the following **core codes** to identify literacy errors/omissions:

**LITERACY MARKING CODES**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>sp</td>
<td>Spelling</td>
<td><em>sp</em> Brentside High School is a great place to learn.</td>
</tr>
<tr>
<td>^</td>
<td>Word missing</td>
<td>Brentside High School is great place to learn.</td>
</tr>
<tr>
<td>C</td>
<td>Capital letter</td>
<td>Brentside High School is a great place to learn.</td>
</tr>
<tr>
<td>fs</td>
<td>Full stop (pause)</td>
<td>Brentside High School is a great place to learn.</td>
</tr>
<tr>
<td>p</td>
<td>Comma, apostrophe, punctuation</td>
<td>Brentside High School results were great this year.</td>
</tr>
<tr>
<td>q</td>
<td>Question mark</td>
<td><em>q</em> What great things can I learn at Brentside High School?</td>
</tr>
<tr>
<td>//</td>
<td>New paragraph</td>
<td>Therefore Brentside High School is a great place/another great thing about Brentside is the enrichment activities.</td>
</tr>
<tr>
<td>?</td>
<td>Meaning unclear</td>
<td><em>?</em> Brentside High results great learning place.</td>
</tr>
</tbody>
</table>
**Key words** – all misspellings of subject specific key words that are deemed important to communicate effectively about a defined topic should **always** be identified in teacher feedback using the ‘sp’ code and a wiggly line underneath the misspelt word. Depending on the literacy level of the student concerned, the teacher may adopt a variety of strategies to ensure the correct spelling is learnt. For example asking the student to research the correct spelling and re-write this on their work.

**Other misspellings** – any non subject specific key words that are misspelt should be identified with a wiggly line underneath. If this word is misspelt persistently then the ‘sp’ code should be used and a ‘next steps’ activity given to ensure the student knows how to spell the word correctly in the future.

**All other codes** – The same procedures should be followed in the application of the other codes. If this error or omission is persistent then the code should be used and a ‘next steps’ activity given to ensure the student knows how to spell, punctuate or use this grammar correctly in the future.

**Dedicated Improvement and Reflection Time**

- Teachers should set time aside in lesson for students to respond to feedback; to revisit learning objectives/success criteria and ask questions to further improve their understanding. Students should respond to both written and verbal feedback in **green pen** so that is clear to the teacher that they have acted on the feedback.
- Teachers have the option of setting the improvement task as a piece of homework.
- Teachers should also allocate time for students to reflect upon what has been learnt and their *Meta learning*. See appendix A for examples of practice.

**Ticks and underlining**

- A tick can be used to signify that a piece of work is correct and has been checked by the teacher. This can be placed either next to an individual item or at the end of a piece of work.
- A stamp or the code **Checked By Teacher (CBT)** can be used to signify that the work is correct and has been checked by the teacher.
- Incorrect work should be **underlined** to draw the students’ attention to what is wrong with it.

**Frequency of giving feedback**

- Feedback must be precisely selected, and timely for classwork and homework assignments.
There should be evidence of regular feedback with respect to subject content and literacy in a student’s book over a single half-term

**Additional guidance**

<table>
<thead>
<tr>
<th>Frequency of feedback (verbal and written) per individual student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject taught up to three times in a teaching and learning cycle</td>
</tr>
<tr>
<td>At least once</td>
</tr>
</tbody>
</table>

**Recording feedback**

Teachers must keep a record of the feedback given to students. Teachers are expected to record a mark once a cycle for example:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
<th>A piece of work that</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Red</td>
<td>Is below the students ability/expected grade</td>
</tr>
<tr>
<td>A</td>
<td>Amber</td>
<td>Commensurate with the student’s ability/expected grade</td>
</tr>
<tr>
<td>G</td>
<td>Green</td>
<td>Exceeds the students ability/expected grade</td>
</tr>
</tbody>
</table>

**Additional guidance**

- Where a member of staff is absent long term, it is the responsibility of the subject leader, with support from his or her line manager, to ensure that the exercise books of students in that teacher’s classes receive regular feedback.

- Feedback for coursework examined subjects should be given in accordance with the examination board’s guidance. This should be clearly outlined in the subject specific appendices.

- A teaching and learning cycle is 2 weeks.

- Feedback with respect to presentation should be provided as and when necessary.

**Implementation of the policy – responsibilities**

**All staff**

- To be aware of the principles of the policy and the role they contribute to its implementation.

**Teaching staff:**

- To implement the policy by ensuring that they have read it and are familiar with its content.
Subject Leaders:

- To consistently monitor and evaluate the impact of the feedback policy on students’ learning and progress at departmental level in line with the quality assurance of teaching and learning
- To consistently monitor and evaluate the delivery of the policy at departmental level in line with the quality assurance of teaching and learning
- To provide appropriate support to team members through training, materials and resources

Senior Leaders:

- To consistently monitor and evaluate the impact of feedback on the learning and progress of students in line with the quality assurance of teaching and learning
- To consistently monitor and evaluate the delivery of the policy, school wide in line with the quality assurance of teaching and learning
- To provide the appropriate support through training and resources for departments and individuals
- To update the policy in response to the changing needs of the school

Students:

- To be prepared for learning and have a positive attitude to learning to enable teachers to effectively implement the policy
- To respond to all feedback in green pen
- To use the dedicated improvement reflection time to respond to feedback

Parent/carers

- To support the Feedback policy in line with the Home School Learning agreement

Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy
Appendix A - examples of practice

Verbal feedback

Written feedback

Dedicated reflection and improvement time
Appendix B - Subject specific feedback guidance