

# Weston Secondary School's Feedback Policy 2024-27

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### Introduction

Improving students' learning is our core purpose at Weston Secondary School. Providing feedback is a well-evidenced strategy and has a high impact on learning outcomes. Our Feedback Policy, specifically aligned with our Teaching and Learning principles, is designed to ensure that all feedback given to students during the learning cycle is effective, relevant and time efficient to maximise learning. The rationale of this policy is underpinned by a range of evidence from current educational research to ensure that feedback is meaningful, manageable, and motivating and should:

- inform student progress.
- have a positive impact on student outcomes.
- be an effective use of teachers' time.

### Feedback for Learning

Teachers plan clear achievable learning outcomes, sharing these with students every lesson. Feedback should be linked to these learning outcomes and may:

- use a range of strategies: verbal, written, whole class, peer, and self-assessment.
- encourage and foster a 'learning dialogue' between teacher and student.
- correct misunderstandings and misconceptions.
- correct mistakes with a focus on literacy skills.
- encourage students to take pride in their work.
- encourage student to aim for perfect presentation.

### Specific expectations, for all subjects

Feedback to students can be given in a number of ways, depending on factors such as the type of activity being undertaken, the environment in which the activity is being held and whether the feedback is general to a group or specific to an individual. There may also be examination board restrictions placed on feedback if the work is going to be part of an NEA.

### Whole class feedback

Teachers should create regular opportunities for whole class feedback and modelling. This may include the use of visualisers and / or whole class feedback pro-forma.

### Written feedback

Where written feedback is given, comments and annotations should:

- be formative, indicating specific strengths and setting clear, meaningful next steps.
- be constructive, personal, and framed in such a way as to motivate the learner to improve.
- focus initially on the learning in hand, addressing what the student has set out to do.

Rather than saturating the work, feedback should be selective and carefully focused, supporting students in reflecting on and improving their own work.

Teachers should give feedback on students' communication within the subject, including selective correction of spelling, punctuation, organisational and presentational features, especially where these are subject-specific, in line with the WSS Literacy Policy.

A teacher should only write a comment in a student's book if it is going to impact on progress.

### **Oral feedback**

Teachers should ensure that all students are receiving constructive feedback on their work, within whole-class discussion and questioning as well as one-to-one dialogue.

As with written feedback, students must be consciously acting on oral comments, but this does not necessarily mean recording that oral feedback has been given.

### **Peer and self-assessment**

Students may be encouraged to assess each other's work, as part of a culture of open and safe critique within the classroom (or studio, or laboratory, or gym...).

Like any other work, students' feedback to each other (written or oral) first needs to be carefully modelled, and to be based on a shared understanding of success.

Where written feedback is given, students' comments, corrections, improvements, and edits should be written in green coloured pen.

### **Economy for impact**

The frequency and methods of feedback used should be determined by the subject lead and communicated to teachers to ensure consistency. These subject specific expectations should be in line with this policy.

Time spent on feedback is time spent TEACHING that individual; the teacher must use those minutes to have the greatest impact on learning.

The quality of feedback is more important than its quantity; economies are essential if feedback is to have real impact on learning. These will vary across subjects. Below are some examples:

- Some 'process' work (such as notes, rough work, practice writing and so on) may be acknowledged rather than 'marked.'
- Departments may choose to use coded marking in providing feedback.
- The teacher might only provide detailed feedback on one section, page, or paragraph of a piece of work. (The student might then add their own annotations).
- Final drafts may be marked sparingly, with more detailed, formative feedback having been given on earlier drafts.
- Comments at the end of a piece of work might be minimal, with the focus on targeted annotation instead.
- Much feedback might be oral rather than written, especially if work has been drafted in class, when it might have been the subject of individual & general discussion.
- Written annotations might be made by the student, rather than the teacher, following direction.
- Some feedback might be through reference to a printed series of comments, which students select and apply to their own work.
- Feedback may include printed ready-printed stickers or slips, giving detailed advice on an aspect of punctuation, for example.
- Some feedback may be from peers or by self-assessment; this must be carefully modelled, and to be based on a shared understanding of success.

## Monitoring

It is the responsibility of the Head of Department to monitor the implementation of this policy in their subject area(s). All Heads of Department should be able to articulate how feedback is given in their subject area(s) as well as how it is acted upon. Possible strategies that could be used include:

- Spreadsheets which link to feedback seen during lesson drop-ins.
- Copies or records of postcards given to teachers following lesson drop-ins.
- Feedback from work scrutiny activities.
- Student voice.
- Department curriculum review.