



Longsands Academy

Feedback Policy

2021-22

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Written by	Deborah Gordon, Assistant Principal, Curriculum and Professional Development
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1. Purpose

- 1.1. The purpose of this policy is to ensure that effective feedback across the curriculum consistently helps all students to make sustained progress in their learning.
- 1.2. As Dylan Wiliam has written, ‘the first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.’ Furthermore, ‘the best feedback provides information not just about current performance, but also about how to improve future performance.’

2. Feedback at Longsands Academy should adhere to the following principles:

2.1. Before providing feedback, teachers should provide high quality instruction in accordance with the 7 *principles of a lesson at Longsands Academy*, including the use of strategies to check for understanding. High-quality initial instruction will reduce the work that feedback needs to do.

2.2. Feedback should take a *variety of forms*:

- Immediate feedback (verbal) – at the point of teaching – to confirm that a concept is understood, or to correct a misconception.
- Summary feedback (verbal) – at the end of a lesson/task – to evaluate the learning and signpost what needs further development.
- Review feedback (verbal and written) – away from the point of teaching (including written comments and whole-class feedback having reviewed a class set of written work).
- The method of feedback should not be overly prescribed; it is more important that the feedback method suits the task.
- Student should write in green pen when responding to feedback in order to make the feedback process visible to the student and the teacher. See Appendix A for further guidance.

Type	What it looks like	Evidence
Immediate feedback	<ul style="list-style-type: none"> • Teachers observing student performance in the lesson and responding to it to address misconceptions or improve a skill. This is best achieved by circulating around the room, effective checking for understanding and questioning, and maintaining a dialogue of feedback. • Often given verbally for immediate action • Is likely to involve students correcting, annotating or redrafting work in green pen • May involve the teacher using the visualiser to give feedback • May re-direct the focus of teaching • May involve a Teaching Assistant 	<ul style="list-style-type: none"> • Observations during learning walks • Students’ views on ‘typical’ learning in lessons • Some annotations in books or on student work which indicate immediate response • Improvements evident in books either through editing or further working in green pen, where appropriate • Knowledge quizzes that are marked by the students in green pen
Summary feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Involves whole groups/classes • Provides an opportunity to evaluate the learning in the lesson 	<ul style="list-style-type: none"> • Observations during learning walks • Students views on ‘typical’ learning in lessons • Evidence in teacher lesson planning

	<ul style="list-style-type: none"> • Is likely to involve students correcting, annotating or redrafting work in green pen • May involve the teacher using the visualiser to give feedback • Might involve self or peer assessment • Will inform the teacher's plans for future teaching 	<ul style="list-style-type: none"> • Evidence of self or peer assessment in green pen
Review feedback	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written or whole-class feedback • Should enable the teacher to assess the understanding of an individual student • Should help students understand how to improve • Is likely to involve students correcting, annotating or redrafting work in green pen • May involve the teacher using the visualiser to give feedback • Will inform the teacher's plans for future teaching 	<ul style="list-style-type: none"> • Student responses/actions/redrafting of work in green pen • Written feedback from teacher to student • Teacher has adapted teaching in response to evidence of learning

2.3. Feedback should be *meaningful*:

- Teachers should use their judgement and plan intentionally how and when feedback to students will take place.
- Teachers should review and adjust their approach, responding to the needs of students and incorporating the outcomes into subsequent planning and teaching.
- Feedback should be timely. In other words, feedback should come without too much delay after students have completed the work being marked, in order for it to have an impact on their learning and progress. The aim is to give feedback when the knowledge and ideas are still fresh in students' minds.

2.4. Feedback should be *manageable*:

- Teachers should consider the research that suggests that carefully planned whole-class 'review' feedback can be as impactful as individual feedback if it is part of a teacher's planned schedule of assessment and feedback.
- Any written comments should be short but meaningful. For common areas of improvement, the focus should be on planning tasks or instruction to address this.
- The Academy expects teachers to provide regular review feedback as part of strategic planning of their teaching. As a *minimum*, a teacher should plan for 'review' feedback as follows:

Year/Subject	Review feedback
Sixth Form	4 significant pieces of work (per subject) per term, most of which should be taken under timed, exam-like conditions. This includes whole-class or written feedback on formal Mock Examinations.

Years 7-11 Core Subjects	3 significant pieces of work per term including the mid-year assessment during Academy examination windows for Years 7-9 and GCSE Mock Examinations for Years 10-11.
Years 7-11 Non-core Subjects	2 significant pieces of work per term including the mid-year assessment during Academy examination windows for Years 7-9 and GCSE Mock Examinations for Years 10-11.

2.5. Feedback should be *motivating*:

- Feedback should help to motivate students to progress.
- Written feedback can be short yet challenging, as long as it is motivating.
- Praise – written and verbal:
 - should be focussed on what has been done well and the learning process
 - The awarding of house points should be routinely used as a mechanism for formal praise when teachers are writing feedback
 - Immediate verbal feedback can be very motivating; the best teachers give regular and meaningful verbal praise

2.6. Feedback should be *impactful*:

- Whole-class feedback, used skilfully, can be an efficient strategy to give feedback that has an impact on students' learning.
- Teachers must use contrasting ink for written feedback.
- Students must be given structured lesson time to reflect on their progress and respond to the teacher's feedback on formal assessments (mid-year, end of year and mock exams), which needs to be completed in green pen.
- Careless mistakes should be treated differently to misconceptions:

Careless Mistakes	Misconceptions
Teachers should simply draw attention to the mistake without giving the correct answer and expect/direct the student to make the correction.	Teachers should use their knowledge of an individual student to judge whether the student is best served by the teacher correcting the misconception OR simply drawing attention to it and providing a hint or question which leads the students to the underlying principles.

- Spelling and grammatical mistakes and misconceptions should be addressed but this should be kept manageable for students.

3. Classroom climate

- 3.1. For verbal and written feedback to have most impact the climate of the classroom is crucial.
- 3.2. Students are more likely to actively engage with, and act upon, corrective feedback in an environment of trust and support. (Hattie and Timperley 2007).
- 3.3. Wiliam (2016) states - 'To give effective feedback, the teacher needs to know the student - to understand what feedback the student needs right now. And to receive feedback in a meaningful way, the student


needs to trust the teacher – to believe that the teacher knows what he/she is talking about and has the student’s best interests at heart.’

4. Leadership of the Feedback policy

4.1. Heads of Department and Subject Leaders are expected to ensure that:

- The Academy Feedback Policy is effectively implemented by all teachers in the department.
- All forms of feedback should be a focus in all learning walks and lesson observations, and explicitly commented on. Students should be asked about the quality of feedback received from a teacher.
- Department meeting time is focussed on moderation of written feedback for assessed pieces of work. This develops the skill of the team members and ensures greater consistency in feedback within the department.

5. Example of how to organise whole-class feedback

Class: Date:		Challenge questions for next lesson – this can be verbal or questions to answer as part of redrafting
Literacy errors to be corrected	Common errors/misconceptions to be corrected through redrafting	
Specific student issues/comments to be fed back verbally, e.g. poor presentation, missing work, unique errors etc.		
	Praise to be given/achievement points	

6. References

- 6.1. Christodoulou, D (2016) Making Good Progress? The future of Assessment for Learning
- 6.2. Cowie, B (2005) Pupil commentary on assessment for learning – The Curriculum Journal
- 6.3. EEF (2016) A marked improvement?
- 6.4. Hattie, J and Timperley, H (2007) The power of feedback – Review of Educational Research
- 6.5. Independent Teacher Workload Review Group (WRG 2016) Eliminating unnecessary workload around marking
- 6.6. Tidd, M (2016) A policy for feedback not marking <https://michaelt1979.wordpress.com/2016/05/24/a-policy-for-feedback-not-marking/>
- 6.7. Wiliam, D (2016) The Secret of effective feedback – Effective Leadership
- 6.8. Willingham, DT (2010) Why don’t students like school? A cognitive scientist answers about how the mind works and what it means in the classroom
- 6.9. EEF (2021) Teacher feedback to improve pupil learning

Appendix A: Green Pen Use in Lessons

Using green pen differentiates a student's first attempt at a task from the redrafting, correcting or development of their work in response to feedback (whether verbal or written, individual or whole class). This is helpful for both teachers and students to be able to see where feedback has been received and how it has been acted upon. Green pen indicates where a student has interacted with their work and improved it after further teaching input, which could be as simple as a brief reminder or instruction shared verbally.

Green pens should be used whenever students are:

- Correcting - for example answers in a quiz or spellings
- Adding and annotating – for example adding to a mind map using ideas from other members of the class, or annotating a text, model answer or their work
- Reflecting and redrafting– for example self or peer assessment or evaluating their work
- Editing – for example rephrasing written work or making an explanation clearer

Recommendations:

- Ask students to get green pens out at the start of lessons as a visual reminder
- Explain to students the scenarios when we use green pen
- Use green pens regularly as a part of all lessons as opposed to saving them for dedicated feedback lessons
- For self and peer review of work, give specific actionable instructions and a narrow focus (e.g. accurate use of key words and terms)

Example scenarios and opportunities for green pen:

- Adding ideas to a mind map or list they hadn't originally thought of themselves
- Adding annotations or more detail to a text or diagram as the teacher uses a visualiser
- Labelling where they have met success criteria in their work or a partner's work
- The teacher pauses the class during a task and reminds them about a common misconception which they then check and correct before continuing
- Amending or developing their initial view, idea or understanding on a topic
- Correcting spellings and punctuation which the teacher has instructed them to check
- Evaluating a performance, creative task or similar activity they have undertaken with questions to prompt their reflection
- Think – pair – share (exchanging information, answers, ideas and vocabulary with a partner)
- Filling in information gaps on a topic, highlighting what they need to aim to recall next time
- Ticking correct answers to a quiz and writing in correct answers
- Redrafting a paragraph, sentence or section of a written task e.g. rewriting introductions after teaching input on writing better introductions
- During a dedicated feedback lesson on a significant piece of work through a series of correction and improvement tasks
- Adding in target Tier 2 or Tier 3 vocabulary into their work or replacing less academic language with more appropriate language
- Developing and adding to a section of their work (for example the weakest argument in an essay) following a class discussion or further teaching