

Title	Feedback Policy
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Feedback Policy at Wootton Park School

Policy Summary:

- Learners will have the opportunity to experience feedback that drives progress in every lesson.
- Teachers will utilize a variety of methods to give feedback that include both immediate and delayed strategies.
- Teachers are given the freedom to select the best strategy available for that context and both groups and individual learners. Ideally to be considered carefully and planned for.
- Learners should be able to describe how they receive feedback and how it has helped them to progress.

Aims and principles

The following principles underpin quality feedback:

- ✓ Providing quality feedback is an integral part of a teacher's planning and as such, gives opportunities to provide feedback and allows learners to develop skills that are identified in schemes of learning.
- ✓ Feedback is probing (it questions) and formative (it looks forward and actively promotes and facilitates learning). It is informed by the conviction that every learner can improve and make progress.
- ✓ Feedback is part of an assessment cycle that includes focused learning objectives, success criteria and the opportunity for learners to review, reflect on and improve their work.
- ✓ Prominence is given, where appropriate, to the setting of a 'follow-up' opportunity as a way of providing scaffolding and an explicit opportunity for learners to act on feedback.

Good quality feedback at Wootton Park School always:

- ✓ Addresses specific success criteria that have been shared with the learners.
- ✓ Identifies areas of success and makes suggestions for improvement that are presented in a way that is appropriate to the learner.
- ✓ Aims to close the gap between desired and actual performance.
- ✓ Offers a follow up task that learners undertake as a way of responding to feedback, practising skills and demonstrating knowledge.
- ✓ Ensures it is learning orientated, champions hard work and provides challenge, and encourages independence.

Wootton Park School Key Feedback Guidelines

- ✓ Teachers acknowledge and commend aspects, which are particularly successful in learners' work (What Went Well).
- ✓ Teachers identify specific areas, which need improving in order to strengthen and further develop learners' understanding (Even Better If).
- ✓ Learners must respond to teachers' feedback, where appropriate, in **green ink**.
- ✓ All teacher comments must be in **red ink**.
- ✓ Teachers may highlight areas for improvement in **pink**, and areas of strength or recognition in **green**- this will be targeted to learners' needs and the learning opportunity taking place.
- ✓ Learners must write in pencil (EYFS and Key Stage 1). From Year 3 learners will work towards their pen licence until they are all using black **or blue ink** (Secondary Phase onwards)

How we feedback at WPS

Feedback is integral to every learning experience but can take a wide range of forms. Teachers will be supported through a range of CPD to empower them to select and deploy a range of effective feedback strategies that can be tailored to the learners needs or the requirements of the learning experience. Please see the **Best Practice** document for general strategies or you **Subject or Phase Guidance** for what works well for the learners you work with.

Most importantly, learners should understand their achievements and know exactly what they must do to make further progress.

Things we will all do:

- Presentation and SPAG will be challenged throughout learner's written work- SPAG should be marked in a way that adapts- staff may choose to use pink in the margin, pink on the error or the school's marking codes (see appendix) depending on the activity and the learner.
- Peer and Self-Assessment will be used effectively.
- Teachers and learners should provide constructive criticism using the language WWW (What Went well) and EBI (Even Better if).
- The language used should be consistent, unambiguous and appropriate to the level of understanding for the individual learner.
- EBIs should often be in the form of questions and should encourage subject specific progress.
- If completing written work, learners should answer these questions in **green pen** and teachers should check this has been completed and any further learning needs addressed either in lesson or through further feedback.
- Learners should be given time to reflect upon and respond to the feedback, including peer and self, ideally in the moment but if not during designated DIRT which is acknowledged by the teacher (a tick could be sufficient) and addresses misconceptions.
- Self and peer assessed work should be noted as such, and can be completed in **green**. At primary phase, the self-assessment triangle should be used.
- Quality assurance of assessment will take place in accordance to the time frame outlined on the QA calendar, and could be conducted by SLT, curriculum leaders or teachers. It will focus on learners' ability to recall feedback, how they have engaged with feedback and how it has helped their learning.

Primary Assessment:

- Formal Assessments should take place at least 3 times in the academic year, these will be reported on through the three assessment point data drops. December, April and July. It is important to note that data can carry over from one term to the next and that assessments can be scheduled when subjects require them to manage workload but must also be purposeful for the learners.
- EYFS, Year 1, Year 4 and Year 6 learners will take part in baseline assessments linked to their statutory assessments.
- For all areas of the curriculum Assessment methods will vary and content assessed will be tailored to stage and curriculum.

Secondary Assessment:

- Formal Assessments should take place at least 3 times in the academic year- these will be reported on through the six assessment point data drops. It is important to note that data can carry over from one term to the next and that assessments can be scheduled when subjects require them to manage workload but must also be purposeful for the learners.
- Year 7 learners will take part in baseline assessments. Year 10 and Year 11 will take part in formal Mock Examinations.
- Subjects may also choose to complete end of year assessments to support planning for the subsequent year.
- Assessment methods will vary and content assessed will be tailored to stage and curriculum but should, wherever possible, include an element of interleaving of key knowledge and skills to support the embedding of learning- subjects could aim for 50%.
- Where subjects are set by prior attainment, set changes must be driven by the outcomes of assessments to ensure learners are in the correct groups for their prior attainment and can be appropriately challenged and supported. Set changes will be communicated in advance of the day it is actioned to learners and parents.
- Subjects will need to provide stakeholders with proposed assessment schedules, and these will be adhered to wherever possible, though middle leaders may agree to schedule changes where curriculum time or delivery requires.

VI Form Assessment

- Learners to complete 1 formal assessment style piece of work per half term, linked to the A level exam content and style/skills – this should be the basis of the data input and assessment points reporting, in line with the whole school policy above.
- We would expect usual class assessment – mini-tests (retrieval), written work, comprehension, Q&A etc. to be carried out with teacher, peer and self-marking as appropriate and feedback offered in some form during every learning experience.
- Year 12 and Year 13 will take part in formal Mock Examinations.
- Assessment Points will be used to determine students' suitability for Enhanced Provision. Continued poor performance may lead to a course review with the Head of Sixth and key stakeholders.
- A file check/ 1-2-1 target setting conversation to be conducted and recorded (in file) for each subject per half-term – with teacher and student reflective comments.

References:

Jade Pearce, *What Every Teacher Needs to Know*, 2022
Michael Feely and Ben Karlin, *The Teaching and Learning Playbook*, 2023
Cat Chowdhary, *So... What Does an Outstanding Teacher Do?* 2023
DfE's School's Workload Reduction Toolkit