Feedback Policy
2020/21

Signature: [Signature]
Head teacher

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Feedback policy 2020-2021

Principles

Providing effective feedback is a key aspect of formative assessment and can lead to significant gains in attainment. Implemented correctly, effective feedback can increase students’ performance by an extra eight months in a school year (Educational Endowment Fund).

Feedback at WSC produces a cognitive reaction – it produces further thinking for the student. Feedback is focused, relates to the learning goals that have been shared with the students and should be more work for the student than the teacher. Feedback assists students in becoming the engine for their own improvement.

Feedback can be about the learning activity or the task itself, about the process of the task or activity or about the student’s management of their own learning or their self-regulation. Research suggests that feedback is best directed at the task and process level and should be about challenging tasks or goals (rather than easy ones).

Hattie’s 3 key questions provide a valuable framework for student self-regulation and thinking:

- Where am I going?
- How do I get there?
- Where to next?

Often when provided with personalised written feedback in books students are unable to answer the above questions and make improvements independently and instead only correct superficial errors in their work.

Teachers at WSC use regular feedback sessions to ensure that all students are able to act on their targets and make progress. In addition to feedback sessions, teachers read students’ work regularly and use a variety of feedback strategies ensuring that feedback always forms an integral part of every lesson (see WSC Philosophy and Practice Guide).

What is a ‘feedback session’?

The feedback session is a form of whole class feedback in which the teacher plans a lesson, or part of a lesson, to address the common errors and next steps for a group or groups of students. The purpose of feedback session is to provide the following:

- Timely feedback
- Verbal feedback to whole class and individuals
- Re-teaching and correcting of common errors and areas of weakness
- Model to students how to respond to feedback
- Opportunity to correct misconceptions and gaps in learning
- Development of a student’s ability to self-assess
- Time to reflect, consider and action next steps
All feedback sessions are clearly labelled Feedback Session in student books and in sixth form folders.

**Frequency and monitoring**

Students should experience a ‘feedback session’ at least once every two weeks* as detailed in department schemes of work. In these sessions, teachers explicitly review common misconceptions and improvement points with students. Often the feedback session will involve re-teaching of specific content or modelling of specific skills which students then use in a whole class activity.

Heads of departments monitor feedback in accordance with school monitoring cycles, they use monitoring as an opportunity to share best practice, evaluate schemes of work and next steps for their teams and to inform the implementation of strategies to improve student outcomes.

*When carrying out coursework or NEA, the normal frequency will not be adhered to. Teachers will only provide feedback as permitted in the exam board guidance and in accordance with exam board regulations. During practical lessons feedback may not always have a written outcome.

**Planning a feedback session**

Planning for a feedback lesson is more time effective than providing students with individual written comments. Teachers are not expected to provide feedback on every piece of work in a student’s book. Instead, teachers should identify a specific piece of work to assess. When looking at student work, teachers should be considering the following:

- What does this tell me about the gaps in the students learning?
- What are the groups’ strengths and areas for development?
- What are the individual strengths and areas of development?
- What do I need to do to close the gaps in learning?
- When comparing to other groups, what does this tell me about how I am teaching?

The feedback planning template provides a useful framework for reviewing student work and is a helpful prompt for providing individuals with targeted comments. There is no expectation that the planning sheet is shared with students, however, many teachers choose to do so.

**Feedback planning template and suggested use**

*See below template*
<table>
<thead>
<tr>
<th>Date:</th>
<th>Class:</th>
<th>Objective:</th>
<th>Improvement points for re-teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misspelt words</td>
<td>Common errors</td>
<td>Strengths</td>
<td>Teacher compiles a list common student mistakes or skills gaps. Teacher models how to improve work Students complete improvement task(s) / test(s).</td>
</tr>
<tr>
<td>Teacher compiles a list of misspelt words. For some students the teacher identifies misspellings in books. Students self-identify and correct.</td>
<td>Teacher compiles a list of common errors. Students self-identify and correct.</td>
<td>Students self-identify, celebrate. Teacher uses student examples with class as a model.</td>
<td></td>
</tr>
<tr>
<td>Excellent effort</td>
<td>Effort cause for concern</td>
<td>Examples of successful work to share with students (visualiser)</td>
<td>Students needing additional support</td>
</tr>
<tr>
<td>Individual students are named and progress points awarded.</td>
<td>Individual students are identified and if necessary consequences applied.</td>
<td>Teacher celebrates student performance sometimes deconstructing model work with students as part of re-teaching.</td>
<td>These students receive additional support or guidance during the lesson.</td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>