Milford Haven School

Feedback

Policy (*Nov 2017*)

……………………….……………. ………………………… (Signed by Chair)

………………………………………………………………….*Date*

This policy will be reviewed on or before the following date ……………..

Milford Haven School Feedback Policy:

1. Our rationale:

We believe in creating an ethos and environment in which our students can enjoy learning, and reflect, improve and grow in confidence by taking greater responsibility for their own learning. Assessment for Learning (AFL) is fundamental to learning and is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. "Feedback is just in time, just for me, information delivered when and where it can do the most good" Professor John Hattie

Feedback on our students work is an important part of the process of teaching and learning in our school and is part of the assessment process. Feedback demonstrates a respect for the work produced and indicates the ways in which the individual student can improve and highlights strengths. Feedback will also encourage our students to look at errors in a positive manner. Research shows us that Effective Feedback doubles the rate of Progress" Professor Dylan Wiliam.

We believe the best way in which to understand feedback is to consider Sadler's notion of the 'gap': feedback aims to reduce the gap between where the learner 'is' and where he or she is 'meant to be' – that is, between prior or current achievement and the success criteria.

In the context of our school feedback (written or otherwise) refers to a qualative comment, question or prompt intended to provide some form of guidance, support or challenge (national centre for excellence in the teaching of mathematics)

2. Our aims and purposes:

- To provide a means of communication between teacher and child, a two way process "The most important feedback is from the learner to the teacher." Professor John Hattie.
- Feedback is an effective way of keeping the student focused on agreed targets and encourages self-assessment and self-correction. The receiver of feedback should work harder than the person who gave it." Professor Dylan Wiliam.
- To provide an opportunity to assess students work and progress.

3. The principles underlying our practice:

- To highlight areas of **strength** and next steps needed using a range of feedback opportunities.
- To involve students in the **process** including both **self and peer feedback**; to give feedback with the student whenever possible and work towards a level of accessible self and peer assessment by the students themselves.

4. Our process of giving feedback:

Blue Reflection sheets: These will be used by learners to reflect on their progress to date. These will be reviewed and agreed by the teacher. A minimum of twice over an academic term. across the key stages with sufficient time left between them so the feedback is relevant. This will be supplemented over the term by other forms of feedback chosen by the department using a feedback method relevant to the department.

Lesson numbers: Recognition that the amount of feedback required and next steps identified is related to the number of lessons delivered and the department needs to identify a range and mix of appropriate methods so feedback is manageable.

Little and often: Not every piece will need detailed diagnostic feedback depending on the purpose of the piece professional judgement used.

Reflection & Next steps: Need to be subject specific outlining the next steps with a literacy and numeracy element applicable to the subject area. (KS3 linked to subject level criteria/LNF strand being addressed by the department, KS4 linked to the GCSE subject criteria, KS5 linked to the AS/A2 subject criteria)

Success criteria: Feedback should be given using success criteria where appropriate.

Further questions: May be added to check understanding/consolidate learning if appropriate.

Whole class feedback: Whole class feedback can be used to deal with common class misconceptions using the pro forma available or a method appropriate to the department. Give feedback with our students when possible, for example, in a guided group as part of whole class feedback and next steps discussion.

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Verbal feedback: This will be used throughout the curriculum to identify areas for improvement and areas of strength. Verbal Feedback should be clarified with learners to ensure they understand – e.g bullet point.   Verbal feedback recorded by the student using VF abbreviation or other appropriate method. The purpose of VF is to aid clarity and help the learner progress.

Pen colour: Peer/self-feedback and next steps in red and teacher in green. Upgrades completed in a different coloured pen if appropriate.

Self & peer assessment: Taught in steps to our students to ensure it is fully understood and effective. Students to give feedback based on success criteria and learning intentions.

DIRT/Upgrade time: Learners will use 'Upgrade Time' to reflect on their progress and close gaps in their learning. "Opportunities identified by the department (e.g. set as homework's/specific class time, Time needs to be set aside for students to consider and act on the written comments (EEF 2016) They should increasingly be responsible for their learning. DIRT (Directed improvement and reflection time.

Date and sign: All feedback and next steps identified to be dated and signed by the teacher and or student depending on who gave the feedback.

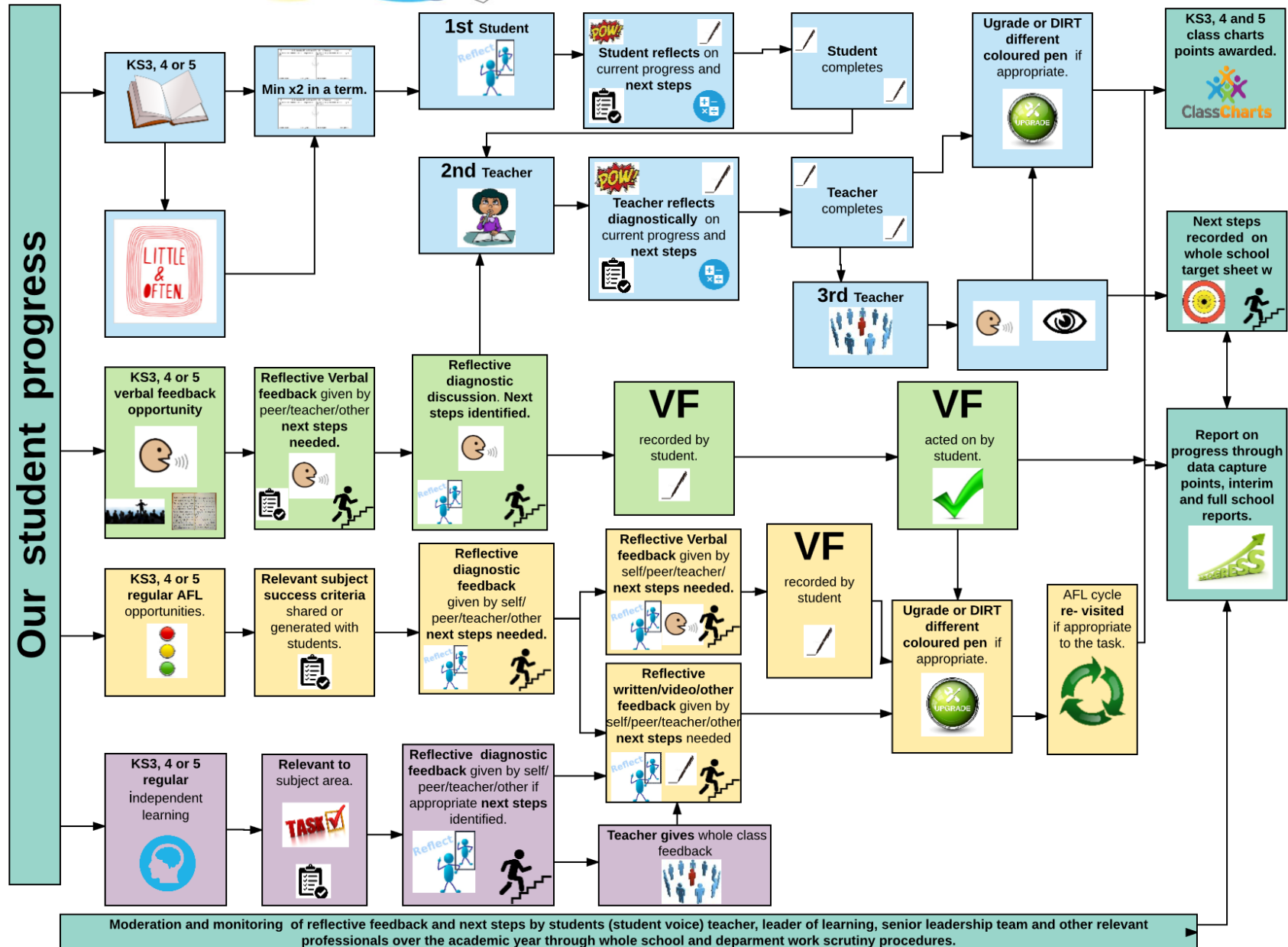**Moderation of feedback:** Moderation and monitoring of the reflection and next steps feedback by students, teachers, leaders of learning, senior leadership team and other relevant professionals over the academic year to take place through whole school and departmental work scrutiny procedures.

Inform planning: Feedback will inform planning and time should be made for our students to address the areas identified.

Long term supply: Teachers should follow the whole school procedures?

Reporting: Feedback should be clearly linked to reporting on progress through the academic year.

Class charts: Students across the key stages are rewarded using our class charts system based on departmental and professional judgement.

Course requirements: Recognition that the amount of feedback and next steps identified may need to reflect the exam board requirements at KS4/5 e.g. controlled assessment conditions, BTEC and Welsh Baccalaureate requirements.

Digital developments: Recognition that the feedback process outlined can be incorporated into digital developments e.g. use of google classrooms.

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Our student progress

KS3, 4 or 5 Student folder or classbook.

KS3, 4 or 5 Student folder or classbook work not requiring extended diagnostic feedback checked using feedback symbols and method suitable to subject area (little and often).

Whole school blue reflection & next steps pro- forma completed a minimum of twice per academic term.

1st **Student** completes reflection and next steps.

Student reflects on current progress and **next steps** needed based on relevant subject specific success criteria , literacy and numeracy criteria/POW.

Student completes **reflection and next steps.**

2nd **Teacher** completes reflection and next steps.

Teacher reflects diagnostically on current progress and **next steps** needed based on relevant subject specific success criteria , literacy and numeracy, criteria/POW.

Teacher completes **diagnostic reflection and next steps.**

3rd **Teacher gives** whole class feedback if relevant.

Ugrade or DIRT time given in designated lesson or at a time suitable to the subject area. Completed in a **different coloured pen** if appropriate.

Given using a method **relevant** to the subject area to deal with common mis- conceptions and/or errors. e.g. verbal or visual.

KS3, 4 and 5 class charts points awarded at relevant times based on professional judgement.

Next steps recorded on whole school target sheet when relevant with set and achieved dates noted.

Report on progress through data capture points, interim and full school reports.

KS3, 4 or 5 verbal feedback opportunity e.g. written pieces, presentations, discussions, practical activities and performances.

Reflective Verbal feedback given by peer/teacher/other tlinked to success criteria that also identifes the **next steps needed.**

Reflective diagnostic discussion relevant to the subject area that could generate questions, deal with misconceptions, ideas explored and literacy and numeracy guidance given. **Next steps identified.**

VF recorded by student on the relevant piece.

VF acted on by student.

KS3, 4 or 5 regular AFL opportunities.

Relevant subject success criteria shared or generated with students.

Reflective diagnostic feedback given by self/ peer/teacher/other that also identifes the **next steps** needed using a method appropriate to the task.

Reflective Verbal feedback given by self/peer/teacher/other that also identifes the **next steps needed.**

VF recorded by student on the relevant piece and where they acted upon the **VF...**

Reflective written/video/other feedback given by self/peer/teacher/other that also identifes the **next steps** needed appropriate to the subject area.

Ugrade or DIRT time given in designated lesson or at a time suitable to the subject area. Completed in a **different coloured pen** if appropriate.

AFL cycle re- visited if appropriate to the task.

KS3, 4 or 5 regular İndependent learning **or** other tasks.

Relevant subject area task set linked to success criteria.

Reflective diagnostic feedback given by self/ peer/teacher/other if appropriate **next steps** identified using a method appropriate to the tas**k**.

Teacher gives whole class feedback if relevant.

Moderation and monitoring of reflective feedback and next steps by students (student voice) teacher, leader of learning, senior leadership team and other relevant professionals over the academic year through whole school and deparment work scrutiny procedures.

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Our student progress

KS3, 4 or 5

Min x2 in a term.

LITTLE & OFTEN.

1st Student

Student reflects on current progress and **next steps**

Student completes

Ugrade or DIRT different coloured pen if appropriate.

KS3, 4 and 5 class charts points awarded.
ClassCharts

2nd Teacher

Teacher reflects diagnostically on current progress and **next steps**

Teacher completes

3rd Teacher

Next steps recorded on whole school target sheet w

KS3, 4 or 5 verbal feedback opportunity

Reflective Verbal feedback given by peer/teacher/other **next steps needed.**

Reflective diagnostic discussion. Next steps identified.

VF recorded by student.

VF acted on by student.

Report on progress through data capture points, interim and full school reports.

KS3, 4 or 5 regular AFL opportunities.

Relevant subject success criteria shared or generated with students.

Reflective diagnostic feedback given by self/peer/teacher/other **next steps needed.**

Reflective Verbal feedback given by self/peer/teacher/ **next steps needed.**

VF recorded by student

Ugrade or DIRT different coloured pen if appropriate.

AFL cycle re- visited if appropriate to the task.

Reflective written/video/other feedback given by self/peer/teacher/other **next steps** needed

KS3, 4 or 5 regular İndependent learning

Relevant to subject area.

TASK

Reflective diagnostic feedback given by self/peer/teacher/other if appropriate **next steps** identified.

Teacher gives whole class feedback

Moderation and monitoring of reflective feedback and next steps by students (student voice) teacher, leader of learning, senior leadership team and other relevant professionals over the academic year through whole school and deparment work scrutiny procedures.

5. Whole school agreed marking symbols used:

Sp	Spelling mistake.
C	Missing or incorrect use of capital letters.
// NP	New Paragraph.
PM	Punctuation mistake.
+	Add forgotten point.
RW	Rewrite section to improve.
✓	Well written section-apt and clear.
O	Circle at the top of a page indicates needs upgrading.
VF	Verbal feedback given or stamp or method appropriate to the subject area.

6. Whole school feed forward sheets:

⚓ Reflection & Feed forward sheet/Taflen fyfyrio ar farcio i symud ymlaen. ⚓	
My reflection and **next** steps will be to.... *Fy ngham nesaf fydd ...*	**My** reflection and **your** next steps will be to ... *Dy gam nesaf fydd*
Student signed: Date/Dyddiad:	Teacher signed: Date/Dyddiad:

	Reflection & Feed forward sheet/Taflen fyfyrio ar farcio i symud ymlaen.	
My reflection and **next** steps will be to....*Fy ngham nesaf fydd...*	**Student signed:**	**Date / Dyddiad:**
My reflection and **your** next steps will be to....*Dy gam nesaf fydd...*	**Teacher signed:**	**Date / Dyddiad:**

7. Whole class feedback sheet:

Subject	Whole class feedback sheet		DATE:	CLASS:
Praise:		Missing / incomplete work:		SPaG errors:
Cause for concern:		Misconceptions:		Presentation:
DIRT / Upgrade questions:		Actions:		
Polaroid Moments:				

8. Whole school target sheet:

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My Targets: Global level: _____ **Subject Target level:** ____

Subject: **Teacher:** **Name:** **Form:**

My SMART targets:

This is the knowledge or skills I need to secure:	Date set/achieved

9. POW (Proud of work) .

The standards we expect our students to follow when they are completing their written or ICT based work.

Proud of work.

Remember to **save** all your files to your user area on the Z drive.

Remember to spell **check**, grammar check and proof read all your work before printing.

Remember to use the same **font size** (11/12) within each document you create.

Remember to use the appropriate **font style**

(e.g. serif=formal/sans serif=informal).

Remember do **not** indent your paragraphs but do leave a line space between each one.

Remember to use a **consistent** style when you create a presentation (fonts, colours and backgrounds)

Remember not to **clutter** your presentation slides with too much text.

Remember to resize any images in **proportion** so you don't stretch them.

Remember to set the **print area** before you print a

spreadsheet.

Remember to **forma**t all data types appropriately when you are using a spreadsheet.

Remember add a **descriptive** subject line to your emails.

Proud of work.

Gwaith Dosbarth/En Classe or Gwaith Cartref.   **Date in Welsh/French e.g. 25ᵗʰ Rhagfyr 2014**

(Classwork or Homework.)

The Title of the Work.

Remember to write in **black** or **blue** pen, draw in **pencil.**

Remember to leave a minimum of one **line** between the title and your first piece of writing.

Remember to use a **ruler** when needed.

Remember that work from the previous lesson that has been finished and up graded if needed should be **underlined.**

Remember to produce graphs using the **SALT** guide using a pencil and ruler.

Remember to proof **read** each piece of work you produce to check it.

Remember to follow the **punctuation** rules and check if unsure.

Remember to use a spelling **strategy** if you are unsure.

Remember if you make a **mistake** put one neat line through the error and add the correction.

Remember to **peer mark** in red.

Remember to take pride in your work you create and do **not graffiti** in exercise books/folders/planner or on their covers.

Remember to have all the **equipment** you need for each lesson so you can produce amazing pieces of work.

10. Monitoring and responsibilities;

This Policy should be used as guidance when giving feedback to learners
Individual teachers will give feedback within the guidelines of this policy.
The leader of learning, line manager and senior leadership team will be responsible for monitoring the policy and practices, ensuring consistency within each department and accuracy. This will be achieved through regular scrutiny of work, planning and discussion with learners. This will identify areas of strength and areas for improvement.

This policy will be reviewed annually or before if the need arises. **Due for review September 2018.**