A Hollingworth Learning Trust Academy

Feedback Policy

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1. RATIONALE:

Our approach to feedback at Newhouse Academy is summed up by Grant Wiggins in Seven Keys to Effective Feedback, published in 2012: "Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal". Our goal is the fulfilment of our curriculum with students developing new skills, knowledge and understanding.

2. OUR MISSION:

"High expectations in all that we do" means that we support all our students to achieve the highest of expectations through high quality and appropriate diagnostic and supportive feedback. We believe that all assessment, apart from final GCSE examinations, can be formative assessment and that targeted feedback will help all students to improve.

3. OUR VISION

At all times, we aim to "Know our students and help them aim higher".

A school that has an appetite for learning at its core for students, staff and members of the community will reflect and act on all aspects of feedback to become lifelong learners. We want all our staff to subscribe to the idea put forward by John Hattie in his publication Visible Learning for Teachers: Maximizing Impact on Learning that "My role, as teacher, is to evaluate the effect I have on my students." We aim to take all opportunities to evaluate how our students are doing and give them the appropriate feedback to help them make progress.

4. HIGH EXPECTATIONS IN ALL THAT WE DO:

Feedback will contribute significantly to all students making excellent progress in every subject.

High quality feedback supports good teaching and, therefore, supports genuine and sustained progress over time.

Positive feedback increases confidence and supports attendance as students flourish.

High quality feedback is a feature of high quality, "effective lessons".

Feedback allows parents to become more involved in the school life of their child through verbal dialogue with their child and teachers.

Feedback will support all students to develop literacy skills to access the curriculum and flourish as young learners.

Feedback will ensure students take pride in their work.

5. AIM:

The feedback policy at Newhouse Academy supports the vision and mission of the school through providing students with the feedback they need to understand how to make progress in every subject.

We aim to make sure that feedback is diagnostic, developmental and supportive.

Marking should be manageable for staff:

"And when I hear of teachers working late into the night marking books … I marvel at their dedication. I don't want my child to be taught by someone too tired, too stressed and too anxious to do the job well." (Morgan, 2014).

In addition, feedback and marking should provide the foundations of planning for future learning sequences. Teachers should respond to the work produced by students and amend their teaching to address misconceptions and misunderstandings as appropriate. We always aim to "Know our students and help them aim higher".

For some subjects, in particular in years 7 to 9, the majority of feedback will be verbal.

6. EXPECTATIONS:

In each piece of feedback, staff must take account of the following:

Standards of Presentation – students should regularly be reminded and encouraged of our high expectations in relation to presentation.

Specific positive comment – the teacher should give specific comments that praise the progress of the student. These should be focused on success criteria and what has been achieved e.g., your work is excellent because you have included a range of technical language about …. These comments should relate directly to the learning objective and success criteria. These comments can be verbal.

Progress Task or Question – the teacher should set an appropriate question(s) or task for the student to complete to address misconceptions from the previous work or to challenge them to make the next step in their learning. This should also relate directly to the Objectives of the lesson.

Legible and Student Friendly – where feedback is written, teachers must make sure students can read their writing and that the words they use are appropriate to the student (i.e., consider reading ages).

Correct literacy appropriately - it remains the professional judgement of the teacher as to how much is marked based on the needs/ability of the student and/or department policy.

Differentiation – the majority of feedback should be differentiated and take prior learning into account.

Use of student responses – the teacher should use student responses to inform their planning of subsequent lessons.

Feedback may include:

- Live marking
- Mid-task marking
- Dot marking
- Verbal feedback
- Marking of assessments, tests and examinations
- Peer assessment
- Whole class feedback using "Class feedback" sheets

No comments should be written for any reason other than to support the students' progress or to help inform the teacher. Do not write comments aimed at SLT or Curriculum Leaders who may be checking the work.

In each piece of feedback, students must:

- Read their teacher's comments and not just look at the mark awarded.
- Respond appropriately to any written feedback provided by the teacher by completing the question(s) and/or task(s) set. This could be done in a different colour so that students can look back at previous feedback and find areas for improvement more easily.
- Correct any grammatical, spelling or punctuation errors as requested.