Feedback Policy

'The purpose of feedback is to change the learner not the work'

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Policy Amended by:	New Policy	January 2024
Consultation by:	Wellbeing Ambassadors, SLT	January 2024
Reviewed and recommended by:	E Shelton	March 2024
Approved by:	Curriculum Committee	13th March 2024
To be Reviewed	Every 3 Years	March 2027

Contents

1. Aims

This policy aims to:

- Explain how feedback will support learning at our school
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to feedback including marking across our school
- Clarify the difference between marking and feedback: written marking is just one type of feedback.

2. Our Rationale

Our rationale for marking and feedback is that it:

- Informs student progress
- Has a positive impact on student outcomes
- Is a good use of teachers' time

'The primary purpose of feedback is to encourage student progress, rather than being used for accountability or for monitoring purposes. All teachers understand the importance of providing meaningful feedback. Done well, it supports student progress, building learning, addressing misunderstandings and thereby closing the gap between where a student is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and all subjects'. [1]

Feedback should be a regular, but not onerous practice. We promote a professional approach to assessment and feedback – teachers should select the best feedback method available to impact positively on student learning and future performance.

Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and misconceptions and the use of peer and / or self-assessment. 'There are many highly effective forms of assessing learning. Teachers will utilise a variety of means to assess learning and provide feedback. Feedback has many forms and evidence bases and these should be considered in their entirety'. [2]

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[1] Education Endowment Foundation: Teacher Feedback to Improve Student learning Guidance Report (2021)
[2] DFE Practical Tool Sample Policy

3. Formative Feedback [3]

Giving feedback means giving students information about their performance to help them improve.[4] At The Henry Beaufort School we encourage a broad range of feedback strategies including (in alphabetical order):

- 1-2-1 conversation between students and teacher
- Discussion
- Live Marking
- Live Review (e.g. using a visualiser)
- Marking or written feedback (in order to identify misconceptions or mistakes)
- Non-verbal cues
- Peer Review against mark / grade criteria
- Question and Answer Sessions
- Self-review against mark / grade criteria
- Whole class feedback

'Ofsted does not expect to see any specific type or volume or marking or feedback'.[5]

Formative feedback will be visible through the use of various methodologies that are appropriate to the subject, topic or class being taught. Feedback is incredibly important, 'but this does not necessarily mean that it should be done in a prescribed manner'.[6]

4. Summative feedback[7]

At two points in the academic year, all departments will set formal assessments for all year groups. These assessment times will be staggered in order to alleviate marking requirements on colleagues and assessment requirements for students. (Please see Assessment and Parental Feedback Cycle). These assessments will be standardized across departments and they will help to ascertain student progress and attainment. To maximise the value of these assessments for students, best practice would include:

- Embedding retrieval activities throughout the scheme of learning
- Sharing of mark criteria with students prior to assessment (where appropriate)
- Opportunity to peer mark aspects of the assessment if appropriate (e.g. multiple-choice questions)
- Teacher providing whole class feedback on key development themes and misconceptions
- Dedicated Improvement and Reflection Time (DIRT).

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[3] Extracts taken from The Key Leaders model policy
[4] Ofsted Guidance 'Feedback Vs Marking'
[5] Ofsted Guidance: Marking MythBusters
[6] NEU Marking Policy Checklist
[7] Extracts taken from The Key Leaders model policy

5. Marking or Written Feedback (Formative Marking) and reasons for this

Marking, or written feedback, is one form of feedback and typically involves marks, grades or comments.[8]

Reasons for written marking are to make corrections or give praise. Corrections fall into two distinct areas which need the teacher's professional judgment to address them appropriately.

- Identifying any misconceptions: these are ideas, concepts or simply points of the lesson that the student has not mastered or has misunderstood. When misconceptions are repeated by several student in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. Teachers use their professional judgment to decide whether a whole class, small group or an individual approach is required to overcome the misconception.

- Identify mistakes: these are things that students can usually do correctly but on this occasion have not done so.

- For praise: For example, a student may have corrected their own work by editing a spelling or improved a word choice.

Generic letters: 'Sp', 'P' and 'Gr' denote attention to Spelling, punctuation and grammar across all departments. 'T' will be used to denote a target(s) following written feedback. 'SR' will be used to denote that a Student Response is required following written feedback.

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[8] Ofsted Guidance: Feedback Vs Marking

6. Frequency of Marking

The frequency of marking is determined by the subject, the year group, and the teaching hours assigned to the class per fortnight. Please see below for full details.

Teachers can undertake formative feedback as regularly as their professional judgment sees fit, but none of these methods count towards the number of marking rounds the class will receive as per the marking allocation table below. Each number is the number of times per academic year a child's book is formally marked with written responses from their teacher. This may be formative or summative.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	6	7	8	9	9
Science	6	7	8	9	9
Maths	6	7	8	8	9
MFL	6	6	5	5	5
Geography / History	3	3	5	5	5
Technology	4	4	5	5	5
PE Core	4	4	NM	NM	NM
Option Subjects not in Year 8			5	5	5
Art, Music and Drama	3	2	5	5	5
RE (Core)	2	2	NM		
RE (Exam)			5	5	5
IT	1	1	NM		
RSE				NM	

NM= No Marking

For example:

- A Year 11 student will have their English book marked a minimum of 9 times over the academic year.

- A Year 7 student will have their maths book marked a minimum of 6 times over the academic year.

Some classes are split between different teachers. In this instance, the nature of the split will determine the division of marking.

For example, a Year 7 student might have 1 science teacher for 3 hours, and another science teacher for 3 hours. This would split the marking round 50/50, meaning that over the course of the year, each teacher would mark books 3 times, totalling 6.

7. Monitoring and evaluation

We will monitor feedback in our school to make sure that all of our students make the best possible progress from their starting points.

Senior Leaders, Heads of Department, Subject Leaders, Curriculum Leaders and governors will monitor and evaluate the impact of feedback on students' learning through:

- Conducting Non-Graded Lesson Observations (as part of the Performance Management process)
- Undertaking Book Monitoring (as part of the Performance Management process)
- Conducting learning walks (as part of the 'Day in the Life' process, and SLT general responsibilities)
- Review Marking and Feedback, and Student progress in SPRMs (as part of the Performance Management process)
- Gathering input from the school council
- Student Voice Activities (as part of the 'Day in the Life' process, and 3 other points in the year via SLT line management meetings)

8. Review

This non-statutory policy will be reviewed every 3 years. At every review, the policy will be shared with the full governing board.

9. Links with other policies / documents / stakeholders

This policy links with the following policies and procedures:

- Curriculum Document
- SEN/SEND policy and information report
- Home-school agreement
- Performance Management Policy
- Consultation with Wellbeing Ambassadors
- Assessment and Feedback Cycle

9. Artificial Intelligence and its role in marking and feedback

The school will continue to inform students and parents on the use of AI. For now, students should refrain from the use of AI to complete their work or to self assess their work against any marking criteria.

Teachers at the Henry Beaufort School are not permitted to upload any work or provide marking criteria to any AI framework that provides marking. This is in line with our data protection policies and guidance.