

Whole School Feedback Procedures 2018-19

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Policy owner (Job Title):	Leader of Teaching & Learning
Governing body oversight:	Policy Review Committee
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Vision

At Birchwood Community High School, we want all feedback to be **meaningful, manageable and motivating**. Feedback at our school has a single purpose, which is to advance learner/student progress and outcomes and to achieve this our focus is on quality rather than quantity. Quality feedback in all forms is the key to 'quality first' teaching and learning and we aim to provide all our learners/students with regular feedback which has notable impact.

Written feedback

- Dedicated Individual Reflection Time (**DIRT**) will be given in lessons to enable learners/students to respond effectively to feedback and complete the MRI
- For subjects who use whole class feedback sheets, these will be on **yellow paper** and will follow the **WWW/EBI & MRI** structure. All feedback sheets will be **personalised** for every learner/student by the teacher. (**see appendix 4**)
- Written feedback given in books/folders/online work will use the stamper or WWW/EBI will be handwritten or typed. All learners/students will respond in purple pen/text. (**see appendix 2**)
- Teachers will highlight in yellow the date and title of all DIRT work so this is recognisable in books/folders.
- All DIRT work produced will be marked closely for subject accuracy and literacy

Below is a **minimum expectation** required for **written** feedback. However, Middle Leaders will use their professional judgement to ensure frequency of marking compliments key milestones within a learners/students learning journey taking into consideration the amount of lessons learners/students have over a two-week timetable. Middle Leaders will determine their own approach whilst aligning this with our school policy to ensure we balance flexibility with consistency.

Core subjects - Maths, English & Science

	Winter term	Spring term	Summer term
Years 7-11	Teachers will: Provide written feedback to learners minimum 5 times per term	Teachers will: Provide written feedback to learners minimum 4 times per term	Teachers will: Provide written feedback to learners minimum 4 times per term
KS3 only for Science			

KS4 Science

KS4 classes have separate books for **Biology, Chemistry and Physics** and a different number of lessons depending on the course (combined or triple). Therefore the minimum expected frequency visible in an exercise book varies for year group and class. The appendix has the full breakdown for minimum expectations per subject per term if a subject book is viewed individually and a total if all three subjects books are viewed together.

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EBAC subjects - MFL, History, Geography , Computer Science at KS4

	Winter	Spring	Summer
Years 7 & 8	Teachers will: Provide written feedback to learners minimum 3 times per term	Teachers will: Provide written feedback to learners minimum 2 times per term	Teachers will: Provide written feedback to learners minimum 2 times per term
GCSE	Teachers will: Provide written feedback to learners minimum 4 times per term	Teachers will: Provide written feedback to learners minimum 3 times per term	Teachers will: Provide written feedback to learners minimum 3 times per term

Foundation subjects KS3 (Computing, EPR)

	Winter	Spring	Summer
Years 7 & 8	Teachers will: Provide written feedback to learners minimum 2 times per term	Teachers will: Provide written feedback to learners minimum 1 time per term	Teachers will: Provide written feedback to learners minimum 1 time per term

Foundation subjects KS4 (Media,EPR)

	Winter	Spring	Summer
GCSE Years 9-11 <i>*EPR have less lesson time and will provide written feedback minimum 2 times per term</i>	Teachers will: Provide written feedback to learners minimum 4 times per term	Teachers will: Provide written feedback to learners minimum 3 time per term	Teachers will: Provide written feedback to learners minimum 3 times per term

Practical subjects (PE, Music, Dance, Drama, D&T/Art)

	Winter	Spring	Summer
Years 7-8	<i>Learners/students will be given feedback following the WWW/EBI model during practical lessons so MRI feedback can be applied practically to support the successful completion of work. At the end of a scheme of work/carousel learners will be given a final level only as feedback will have been given during the process to impact upon progress</i>	<i>Learners/students will be given feedback following the WWW/EBI model during practical lessons so MRI feedback can be applied practically to support the successful completion of work. At the end of a scheme of work/carousel learners will be given a final level only as feedback will have been given during the process to impact upon progress</i>	<i>Learners/students will be given feedback following the WWW/EBI model during practical lessons so MRI feedback can be applied practically to support the successful completion of work. At the end of a scheme of work/carousel learners will be given a final level only as feedback will have been given during the process to impact upon progress</i>
GCSE	Teachers will: Provide verbal or written feedback to learners minimum 4 times per term <i>*At least two pieces of feedback will be in written form</i>	Teachers will: Provide verbal or written feedback to learners minimum 3 times per term <i>*At least two pieces of feedback will be in written form</i>	Teachers will: Provide verbal or written feedback to learners minimum 3 times per term <i>*At least two pieces of feedback will be in written form</i>

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BTEC Level 2 & 3

Frequency of feedback for internal assessments will follow the Pearson BTEC marking policy and will be reflected in the assessment plans for all subjects. Verbal feedback following the WWW/EBI model is regularly given during assignment preparation and where applicable may be written following this structure. Assessment records are shared with all learners/students at the end of every assignment but the frequency of these are dependent upon the subject. All externally assessed BTEC units will have a planned feedback schedule.

Key Stage 5 - A-Level subjects

This will vary depending upon the subject. Each subject teacher has created a clear breakdown of when feedback will be given to students with a clear rationale, which has been approved by the Head of College and Leader of Teaching & Learning.

Verbal feedback

Verbal feedback is one of the **most important aspects of effective teaching** and is apparent in learners/students work. Expectations are that verbal feedback is given regularly in all lessons and the impact of this is evident.

Verbal Feedback may include:

- **quick prompts** during independent work
- A guided writing session with the whole class to **demonstrate expectations**
- A mini plenary to **address misconceptions**
- **Clarification** of task expectations
- Longer **dialogue** with a learner/student about a piece of work

Self & Peer feedback

Self and peer assessment are important aspects of our 'assessment for learning' practice. Assessing their own work or that of others will help our learners/students to develop their understanding of the Intended Learning Outcomes. There is a minimum expectation that all learners/students will engage in some form of self/peer assessment activity **at least once per half term.**

Self/peer assessment will be clearly labelled on work and learners/students will do this in purple pen.

Self and Peer Assessment will:

- Enhance students' active engagement with their studies
- Increase the amount of feedback students receive
- Augment learning as peer feedback invariably requires explanation and justification
- Help students understand what is considered good work and why, thereby increasing their ability to achieve

Real time/ over the shoulder marking

A reasonable amount of 'over the shoulder' feedback will take place in all lessons to increase the early detection of learners/students misconceptions, which can be rectified immediately. Teachers will use their professional judgement to as and when this will happen. It will be evident through learner/student voice that 'over the shoulder' marking and feedback contributes towards their progress and attainment.

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Appendix 1 - Literacy Marking Abbreviations.

Summary:

A teacher must correct literacy errors on all written feedback pieces (DIRT) Literacy marking symbols can be used on any piece of work if it leads to action by learners/students (e.g. correcting spellings) and should also be used as a part of peer and self-assessment in lesson time.

Annotations	Use
Sp	<p><u>Spelling.</u></p> <ul style="list-style-type: none"> Teachers must identify/correct spelling mistakes of identified subject specific language for learning for that current lesson/ topic and other spelling mistakes where appropriate. These corrections should be written, by the teacher, in the margin using the symbol 'SP x 3'. Learners should be encouraged to write the correct spelling 3 times next to this. Teachers must allow time for learners/students to write corrections. Learners should be encouraged to use the 'look, say, cover, write, check' method for learning spellings.
P C	<p><u>Punctuation.</u></p> <ul style="list-style-type: none"> Teachers should identify where punctuation is missing. Add the missing punctuation and circle. Where a full stop is missing this should always be identified. The full stop should be added to the learner's/student's work and circled. Other punctuation, no more than three per page. The letter 'P' should be written in the margin to accentuate the correction. Teachers should also identify problems with capital letters (C) (at the beginning of a sentence); capital letters (for proper nouns); apostrophes (for abbreviation); apostrophes (for possession); commas; quotation marks, question marks and direct speech punctuation, where appropriate.
//	<p><u>New Paragraph.</u></p> <ul style="list-style-type: none"> All teachers should indicate where a new paragraph is required by writing '// ' where it should begin. Teachers should explicitly teach the rules for starting a new paragraph and the importance of 'topic sentences' at it applies to their subject. All teachers should specify the difference between paragraphs when hand writing (do not leave a line-indent) and paragraphs when typing (leave a space - do not indent).
?	<p><u>Sentence Structure.</u></p> <ul style="list-style-type: none"> Use this abbreviation when a sentence does not make sense. Underline the sentence or phrase and ask learners/students to correct the sentence as part of their MRI. Encourage learners to proof read their work before handing it in: Read 'one more time' to check punctuation and sentence structure, after checking for subject specific content.
G	<p><u>Grammatical error</u></p> <ul style="list-style-type: none"> Correct the grammar
^	<p><u>Missing letter/word</u></p> <ul style="list-style-type: none"> Write the missing letter word above the arrow head.

Appendix 2



Feedback for Learning

WWW ...



Your teacher will tell you, point to or ask you to identify key points in your learning that you are **doing well**

EBI ...



Written as a question or instruction, your teacher will tell you, point to or ask you to identify the key point that you need to improve

MRI ...



YOU answer the question,
YOU follow the instruction or
YOU make the correction

Why? So that you can make **maximum progress** and **achieve or better** your target

Appendix 3



Presenting your work "The Birchwood Way"



Titles

Should have a capital letter and be underlined with a ruler

Today's Date

Should also be underlined with a ruler and written in full

Sub-Headings

Should be used to organise your work and underlined

Black Ink Only

Use your best handwriting

Extended writing organised in paragraphs

Corrections

Draw a neat line through your error

Never scribble out your errors

Sample piece of work – written by a learner

Sample sub-heading

Chart Title

Category	Series 1	Series 2	Series 3
Category 1	4	2	2
Category 2	2	4	2
Category 3	3	2	3
Category 4	4	2	5

Category Category Category Category

■ Series 1 ■ Series 2 ■ Series 3

Short paragraph that contains errors

Drawings and Diagrams

Draw with a pencil and use a ruler for all lines

Use a pen for titles and labels

Doodles

No doodles should be in your book

Proof-reading

Always proof-read your work!



Appendix 4

An English example of a whole class feedback sheet that is consistent with the principles as outlined in the feedback procedures. One sheet is produced per class but must include feedback **personal to each learner/student**.

 English Feedback	Date: 16/9/18	Class: 11b/En1
WWW: Ambitious vocabulary used – HB, MB, SC, JD, RTM, RD 'Show not tell' techniques used – All Convincing sense of character – All but particularly JR, JD, MC, OD 	Missing/Incomplete work:  Glue in sheets. Underline the date and title. Remember to put a line through a mistake rather than scribbling it out.	Literacy errors:  Be careful with apostrophes. Remember to use commas to show your complex sentences.
EBI Tasks/Questions:  T1 – Can I use a range of sentence starters? T2 – Can I use a variety of sentences? T3 – Can I experiment with ambitious vocabulary? T4 – Can I use more precise description? T5 – Can I add more detail to my story? T6 – Can I maintain the same tense throughout?	Pride in my work:  Books are looking lovely – well done!	Misconceptions: 

Appendix 5

Hyperlinks to all subject specific feedback plans