



**Atlantic Academy Portland**  
an Aspirations Academy

# **Feedback Policy**

**2019/2020**

**August 2019**

## Aims of Feedback

1. To help students make progress.
2. To provide strategies for students to improve.
3. To give students dedicated time to reflect upon their learning and put in effort to make improvements.
4. To inform our planning and structure the next phase of learning.
5. To encourage a dialogue to develop between student and teacher.
6. To encourage students to have a sense of pride in their work and presentation.
7. To identify and address mistakes and common misconceptions, with a focus on literacy skills.

## Rationale

1. To reduce teacher workload, so that more time is spent on planning, pedagogy and learning, including producing high quality writing frames and model answers.
2. To allow more time to be spent on resourcing for the future to ensure the highest levels of knowledge, skills and challenge for our students (unit revision guides, unit booklets etc.)
3. To provide meaningful feedback which has immediate or more timely impact on progress.
4. Much of our daily pedagogy consists of oral formative feedback. Oral feedback has the strength of being instantaneous in comparison to the delay of written feedback. Regardless of what teaching and learning activity is being undertaken, oral feedback is integral to learning and progression.
5. **Where work forms part of an assessment, be that vocational or summative assessment within a unit - feedback will follow guidelines set by the awarding bodies' mark scheme.**

## Type and frequency

### Year 1-6

#### **Verbal** – *'Live Feedback'*

- Verbal feedback should be given **each lesson**, the general expectation is a minimum of 15 minutes of silent or focussed work during which the teacher circulates and checks students' books. This can be done in smaller 'chunks' of time.
- Checks should be made for: presentation of work (refer to presentation policy), quality, quantity and understanding - initial the page as seen.
- Common misconceptions and errors in the lesson should be identified and addressed using 'Show Call' with the visualiser.
- Teachers should identify errors in exercise books students should respond by making corrections in purple pen. Yellow highlighters for work to celebrate under the visualiser and green highlighter for any immediate actions.

### **Written**

- Teachers are required to check books frequently for presentation, quality, quantity and common errors/misconceptions in the subject, as well as literacy errors.
- These checks should take approximately 30 minutes per class.
- Teachers should do these checks (misconceptions, presentation, cause for concern, missing/incomplete work, literacy, praise, show call work, evidence of improvement tasks for example) and using their feedback logbook to record which of these areas is to be addressed as **whole class feedback** in the next lesson, as appropriate.
- Teachers should initial the book to indicate that it has been seen, no other comments are required in the student exercise books.

### *Peer*

- Peer feedback should take place in lessons, where appropriate, with the use of purple pen. This includes weekly low-stakes quizzes.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

### *Self*

- Self-assessment should take place in lessons with use of purple pen.
- There should be evidence of this each lesson. This includes weekly low-stakes quizzes.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

### **Year 7-9**

#### *Verbal – ‘Mark Live’*

- Verbal feedback should be given **each lesson**, the expectation is a minimum of 20 minutes of silent or focussed work during which the teacher circulates and checks students’ books/work.
- Checks should be made for: presentation of work (refer to presentation policy), quality, quantity and understanding - initial the page as seen.
- Common misconceptions and errors in the lesson should be identified and addressed using ‘Show Call’ with the visualiser.
- Students should respond to teacher feedback by making corrections in purple pen.

### *Written*

- Teachers are required to check books **as appropriate** for presentation, quality, quantity and common errors/misconceptions in the subject, as well as literacy errors.
- These checks should take approximately 30 minutes per class.
- Teachers should do these checks following the 8 guidance points (misconceptions, presentation, cause for concern, missing/incomplete work, literacy, praise, show call work, evidence of improvement tasks) and using their feedback logbook to record which of these areas is to be addressed as **whole class feedback** in the next lesson, as appropriate - showing the feedback on a visualiser.
- Teachers should initial the book to indicate that it has been seen, no other comments are required in the student exercise books.
- Where appropriate, and as often as possible, students should also be issued with teacher-produced model answers and peer exemplar answers to stick in books as part of the feedback process and Evidence of Improvement tasks.

### *Peer*

- Peer feedback should take place in lessons, where appropriate, with use of green pen. This includes weekly low-stakes quizzes.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

### *Self*

- Self-assessment should take place in lessons, where appropriate, with use of green pen. There should be evidence of this each lesson. This includes weekly low-stakes quizzes.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

### **Year 10 & 11**

Same as above, plus:

- Teachers may mark exam questions (homework, classwork), but self assessment and peer assessment in green pen is also acceptable, where appropriate.
- Where appropriate, Years 9 to 11 work should be graded.

### **Evidence of Improvement**

Once work has been checked, students must be given time in class to improve their work based upon the areas identified and recorded in the feedback logbook.

- Teachers should share with the class the areas identified, this could be in the form of a PowerPoint slide.
- Evidence of Improvement (i.e. student response to the areas identified) must be explicit in exercise books.
- Students should use green pen to complete improvement work, including corrections made to an existing piece of work.
- This should normally take place in the following lesson (there should therefore be evidence of this once per two-week cycle).
- The teacher should drill corrections with students and carry out a very short test/quiz. For students that have not made those specific errors, it is an opportunity for consolidation.

### Monitoring and Evaluation

- Regular teacher student discussions around learning and knowledge will be matched with the work seen in books, demonstrating a high level of knowledge, a high level of pride in students' work and the confidence to speak and be proud of their achievements. Evidence in books will demonstrate independent work for a significant portion of each lesson that requires self-reliance and indicates a high level of challenge. Work will also show evidence of re-drafting and response to feedback.
- Regular work scrutiny checks will be carried out to look at the quality and quantity of work and student progress, this includes weekly work sampling of EBACC subjects Y7-11 and fortnightly work sampling for all subjects from all year groups (with a group focus).
- Monday SP&D sessions also have a weekly book sampling agenda item – staff must also bring their feedback logbook to these sessions for discussion.

**Reviewed and agreed AWi, 27th August, 2019. To be reviewed September 2020.**