

V 1



ASPIRATIONS

Atlantic Academy

Feedback Policy 2023/2024

Version control	
Version Control reference Feedback Policy 2023/24	Amendments to 'Written' paragraph
Version control reference Feedback Policy 2022/23	No changes
Version control reference Feedback Policy 2021/22	No changes

Date of next review:	May 2025	Owner:	Alison Winsborough
Type of policy:	Academy	Approval level:	SLT

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.

What does feedback look like at Atlantic Academy? - Year R-6

Live Feedback

- Live feedback should be given **each lesson**, where the teacher circulates and checks students' books.
- Checks should be made for: presentation of work (refer to presentation policy), quality, quantity and understanding.
- 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 and 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.
- Where pupils' work does not meet the expectations of the presentation policy, there will be evidence of improvement.

Written

- Teachers are required to check books daily for presentation, quality, quantity and common errors/misconceptions in the subject, as well as literacy errors related to specific content of the lesson.
- In English, within extended pieces of writing, a genre snippet will be used and work assessed against the genre snippet.
- Where green pen has been used by the teacher, there should be evidence of improvements by the pupil.
- Where pupils' work does not meet the expectations of the presentation policy, there will be evidence of improvement.

Peer

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

Self

- Where appropriate, pupils work through a model answer/solution alongside their teacher in their books using a purple pen.
- Self-assessment should take place in lessons with use of purple pen including the use of

IAC (independent, adult, collaborative) to indicate the level of support within the lesson.

- Pupils must self assess against the title/learning objective through the use of a tick or dot as per the presentation policy.
- There should be evidence of this in **every** lesson.
- The process should be clearly led and modeled by the teacher, and students will have clear criteria/mark schemes to support.
- Where answers are incorrect they should be reworked correctly in purple pen showing an alternative method where required.

What does feedback look like at Atlantic Academy?

Immediate feedback:

Year 7-9

- **Live feedback**
 - Students are consistently encouraged to use their green pens to capture teacher live feedback throughout lessons
 - The 'Do now' retrieval starter activity in all lessons gives the opportunity for live teacher feedback and AFL on key areas of previous learning.
- **Modeling and exemplars**
 - Teachers use live modeling of the process and construction of responses, as well as examples so students understand how to achieve success and what it looks like.
- **Self assessment**
 - Where appropriate, teachers provide students with the answers or success criteria to self-assess their own work. Allowing students to build their own self-reflection skills.
- **Peer assessment**
 - Structured opportunities are offered for students to look at and learn from the work of their peers to support their learning and evaluative skills.

Year 10 & 11

Same as above, plus:

- Teachers may mark exam questions (homework, classwork), but self-assessment and peer assessment in purple pen is also acceptable, where appropriate.
- Where appropriate, Years 10 to 11 work should be graded.
-

Teacher formative feedback and student response:

- Teacher marking is purposeful and selective.
- **Teachers mark formatively with a clear indication of students' specific strengths to motivate students and identify their next steps to improve through a clear Purple task**

- Time for student response to **Purple** tasks is built into lessons so students can action their improvements
- Students receive regular feedback:
 - ☐ At KS4, all exam subjects will have two pieces of teacher formative feedback each half term
 - ☐ For year 11 the half term where the PPEs are taken and fed back on, this will be the formative feedback for the half term as this is extended feedback on multiple elements within the exam papers.
 - ☐ At KS3, all other subjects will have one piece of teacher formative feedback each half term on an extended piece.
 - ☐ For non-exam subjects at KS4 (e.g. P.E) this will follow the coursework guidance

Literacy Feedback:

- On each extended writing piece all teachers mark for literacy and give an improvement task (as appropriate to the subject area).
- There is consistency in the codes used by staff to address this to support students' literacy skills across the curriculum.

The EEF (2020) outlines that students need explicit teaching and instruction, as well as encouragement of editing and reviewing, in order for it to become an instinctive skill. This will in turn help cultivate more fluent and confident communicators and checking and editing then becomes good practice.

Code	Explanation	Suggested feedback task
sp	Spelling error	Correctly write out the spelling 3 times
//	New paragraph	Paragraphing task after explanation of its usage.
vc	Vocab choice (use correct terminology/ too colloquial)	Provide a green box for student to input correct or improve word choice or subject term
—	Punctuation or capital letter error	Correct your punctuation errors E.g. Add in your capital letters for start of sentences and names Add in your sentence demarcation to make your writing clear
^	Something is missing	Revisit and correct such that your work is correct in full or makes sense.
?	This isn't clear	Revisit and reword so that your ideas are expressed clearly
✓	Good work	See below

No technical errors?	Stretch and Challenge → What high level vocabulary can be used to improve the response? → Can the Word of the Week be incorporated or used correctly in context?
----------------------	--

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.
- In written work, evidence of improvement (i.e. student response to the areas identified) must be explicit.
- Students should use a purple pen to complete improvement work, including corrections made to an existing piece of work.
- Improvement work should normally take place in the following lesson.
- The teacher should drill and quiz students on corrections. For students that have not made those specific errors, it is an opportunity for consolidation.

Quality Assurance and Professional Development

The quality of feedback will be monitored through our Academy systems and improved through professional development.

1. Subject/ House:

- Lesson diagnostics, led by Subject leads, Coordinators and APs
- Sampling of students' work
- Collaboration and shared good practice between members of staff (department meetings, faculty meetings, and INSET)
- Student progress in lessons, book looks in department areas
- Department area CPD on best feedback strategies and shared models

2. Whole School:

- SLT diagnostics and book looks
- Trust monitoring visits
- Through literacy monitoring
- Analysis by AP in charge of Teaching and Learning to inform future whole school professional development sessions
- Whole school inset training session
- Sharing of best practice across curriculum areas

The academy will review the feedback policy annually and assess its implementation and effectiveness.