

OUR CO-OPERATIVE ACADEMIES TRUST

Feedback Policy 2017 - 2018



Author: Javinia Harris

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Feedback Policy

Feedback is a two-way process between student and teacher and is responsive to teaching and learning. Overtime, however, the definition of feedback has become synonymous with marking; it is not.

The rationale for this policy stems from consultation with members of staff at Beaufort Co-operative Academy:

- Effective marking is an essential part of the education process.
- Providing written feedback on pupils' work **must be proportionate**.
- The quantity of feedback should not be confused with the quality. It is quality and not quantity which is important.
- In many cases the view is that you must spend hours marking to be a good teacher; that writing pages of feedback makes you more effective; and that there is a link between the quantity of marking and pupil progress. These are myths that need to be debunked.
- **There is no 'one-size-fits-all' approach.** A balance needs to be struck between a **core and consistent** approach and trusting teachers to focus on what is best for their pupils and circumstances.

In summary, we recommend that all marking should be meaningful, manageable and motivating. (Marking Policy Review Group 2016)
Meaningful: marking varies by age group, subject and what works best for the pupil and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.
Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback.
Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

The findings and recommendations of the review group have been embraced by the Department for Education, and the said recommendations form the basis of Beaufort's feedback policy.

Fundamental principles of feedback at Beaufort:

1. Feedback is solely for students to make improvements and informing teachers' future planning and teaching.
2. Improvements made to written work by students, as a result of teacher feedback, must be evident and identifiable in exercise books; by the use of a yellow box. This will assist teachers when checking improvements, and students as they review work.

3. Feedback can be in any of the following forms - verbal feedback, marking, whole class feedback, peer and self-assessment. Where peer and self-assessment are used, adequate training must be given to students. Teachers will exercise their professional judgement when deciding which form of feedback to use. Teachers should consider the impact on student progress when deciding on the appropriate form.
4. Feedback must be regular. Students should be given regular opportunities to correct errors and make progress. Regularity of marking should be proportionate to the number of lessons taught and the length of time spent marking should not outweigh the benefits to students.
5. Marking must use the academy marking code, which is displayed in each classroom.
6. Marking must be formative, unless marking summative assessments. The chief focus is demonstrating to students what they have done well and how they can improve.
7. There must be a 'deep mark' in accordance with subject specific policies.

Consistency – Subject specific marking policies

To achieve consistency across departments within the Academy and to embody the sentiment that “there is no ‘one-size-fits-all’ approach”, each department will create their own subject specific feedback policy. Subject Leaders are responsible for the creation of such a policy, with the consultation of their departments.

Subject Leaders must create a policy which a) embraces the fundamental principles outlined above, b) is sustainable and c) has a direct impact on student progress.

The said policy will be reviewed by the Lead Teacher of Teaching and Learning, before it is implemented. Subject Leaders will be responsible for ensuring consistency across their department. The marking policy which was followed during the 2016/17 academic year will be followed, until each department has created their specific policy.

Policy to be followed unless a subject specific policy agreed

- Work will be marked every two weeks.
- Assessment criteria marking of assessments will highlight where the student has met the criteria - highlighted in green and where progress is to be made (highlighted in pink).
- All students will respond to the HTI statements to make progress against the assessment criteria. This progress is highlighted in yellow.

Monitoring

The application and impact of the Feedback Policy will be monitored by Subject Leaders during fortnightly Subject Development Sessions. The process will be used for quality assurance and development of staff. The Lead Teacher of Teaching and Learning and/or SLT will also attend some Subject Development Sessions to quality assure policies.