

Feedback and Response at The Vyne

Rationale:

Feedback is an essential part of planning, assessment, teaching and learning. The studies of feedback reviewed in the EEF's Teaching and Learning Toolkit found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.

Alongside the effects of feedback on student progress it is important to remember the impact feedback can have on teacher workload. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

The EEF marking review (2016) identified several findings to inform Feedback policies. These have been reviewed and help inform the feedback policy here.

Aims:

The purpose of this document is to provide clear guidance on the expected standard and frequency of feedback to enable students to make progress. There must be a balance between the time the teacher takes on providing feedback and the impact on learning. **Long, written comments on work without a student response are discouraged.**

This document also aims to give specific guidance for feedback for literacy to ensure there is consistency across the school.

Feedback Frequency:

Assessment, feedback and response should be meaningfully embedded into the curriculum by Curriculum Leaders. Curriculum Leaders have been given the opportunity to develop a bespoke, department driven system that accounts for workload, subject specialism and autonomy but holds us to account and is measurable and encompasses our work on 3 Steps to Reading.

What is the rationale for this?

- Every curriculum leader is the expert in your area it gives you the autonomy to tell me what works best for you
- It allows meaningful assessment that fits your scheme of work
- It allows you to manage your workload alongside your curriculum and the calendar (mocks, exam season, particular projects, coursework etc)
- It allows feedback for drafts and redrafts in quick successions when the 3 week model is ineffective
- It still prioritises the element of feedback **and response. It is the response that leads to progress.**
- It allows in-class assessments to be used as feedback and response as long as they are marked by the teacher and a response is completed by the students (do they complete another similar question that they previously got wrong to demonstrate their

- understanding). Whole class feedback can work really well here.
- It should encompass the work around 3 steps to reading and Tier 3 words so that all of these areas are pulling your curriculum together. If this means ultimately you need to review your Tier 3 words or your reading material and your curriculum evolves that is the point.

It is expected that if curriculum leaders do not create their own assessment plan embedded into the curriculum and shared with the Associate Senior Leader for Assessment, Data, Tracking and Reporting that teachers in the department thoroughly mark **key pieces** of work in books **every 3 weeks**. There is no need for 'acknowledgement' marking also called tick and flick as this has little impact on student progress.

How will the frequency of marking be monitored?

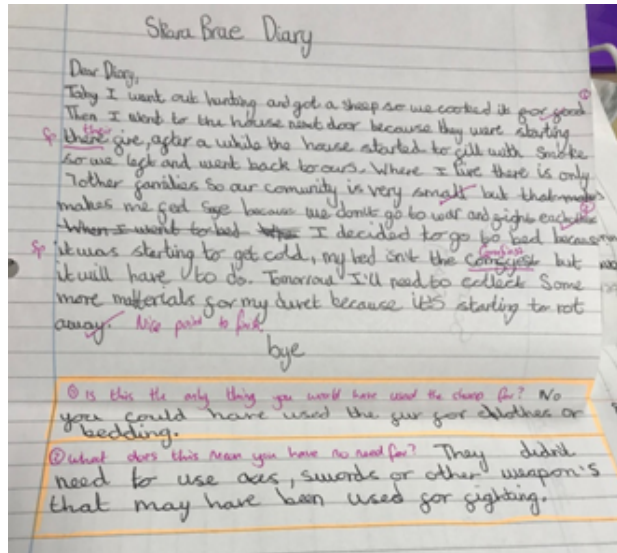
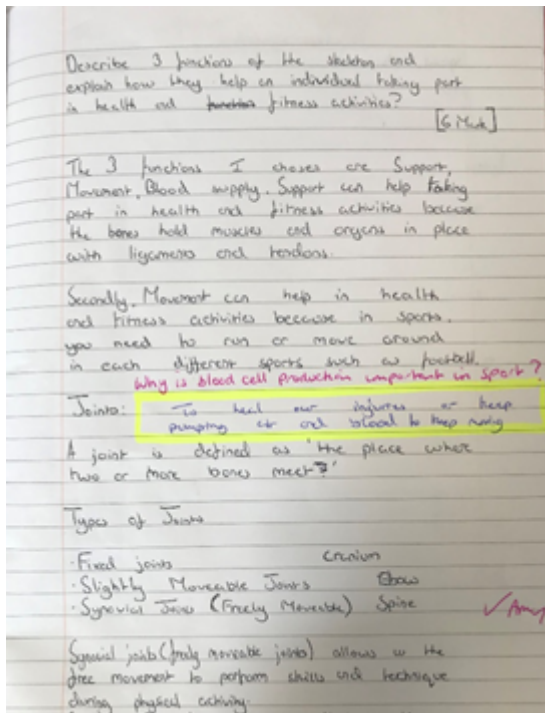
Middle Leaders and SLT will carry out Learning Walks and Book Looks to monitor that feedback is provided. Middle Leaders will also share a yearly monitoring calendar within departments.

What does feedback look like at the Vyne?

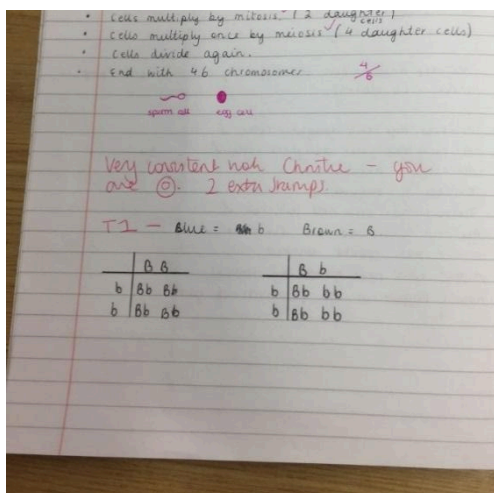
It is expected that self and peer assessment will be completed in **green pen**. It is also suggested that students make improvements to their work in **green pen**.

Research demonstrates that giving students specific targets that they need to action makes marking more effective. It is suggested that staff use the following three methods for feedback:

Yellow Box Marking – With this approach the teacher draws a highlighter box around the area that they would like the students to improve or around a question that they would like them to answer. The box indicates the amount of information that is expected.



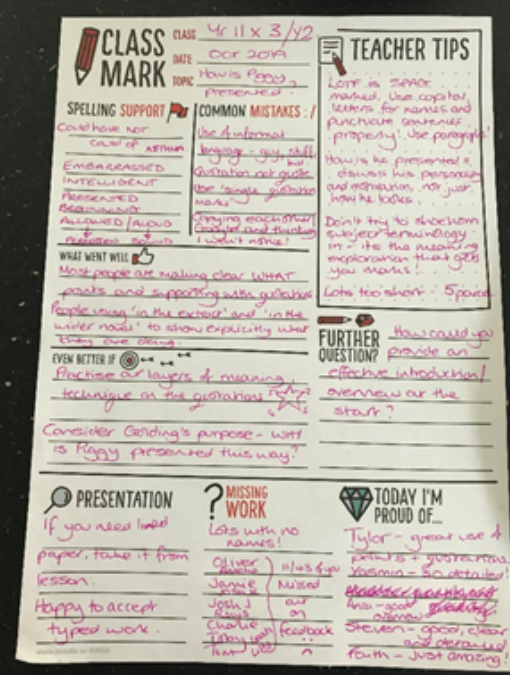
Coded Feedback – Departments can develop their own codes to help give feedback for common mistakes/ errors. Using this, teachers give students a code and students address this. This could take the form of codes being stuck at the beginning of books or codes projected on to the board for individual lessons.



Type of Target	Target Number	Required Action
Presentation	T1	Ensure all lessons have titles and dates underlined
	T2	Stick work in
	T3	Draw graphs and tables with a pencil and ruler
	T4	Keep book neat (no doodling)
Knowledge	T5	Correct spellings of keywords
	T6	Improve graph using criteria
	T7	Investigative skills
Response	T8	Respond to LAQ feedback
	T9	Answer teacher questions in book
	T10	Mark and correct work in class using a green/red pen

Whole Class Feedback – using this approach teachers look through students' work and make notes on a separate sheet of paper on areas that need to be improved. This is shared with students during the next lesson (either by projecting the findings or using feedback sheets). The students would then address these areas themselves.

Whole class feedback and coded feedback go hand in hand.



CLASS MARK
CLASS: Yr 11 x 3/4
DATE: Dec 2019
TOPIC: How is Poetry presented?

SPELLING SUPPORT
Could have not used of as noun
Embarrassed
Intelligent
Presented
Allowed / Aloud
What went well? Most people are making clear what points and supporting with evidence
People using 'in the end' and 'in the end' to show explicitly what they are doing
Even better if... Practice of layers of meaning technique on the presentation
Consider Gatsby's purpose - what is Gatsby presenting this way?

COMMON MISTAKES
Use of informal language - say skill but distinction not quite the same - give marks
Anying excitement - could not find it
I didn't notice!

TEACHER TIPS
Lots in space marked. Use capital letters for names and punctuation consistently. properly use paragraph!
How is he presented a character his personality and intentions, not just how he looks.
Don't try to discern subject terminology in it the marking explanation that gets you marks!
Lots of notation - Spores

FURTHER QUESTION?
How could you provide an effective introduction / overview of the story?

PRESENTATION
If you need lined paper, take it from lesson.
Happy to accept typed work.

MISSING WORK
Lots with no names!
Oliver - missed
Jenny - missed
John - missed
Charlie - feedback
Toby - missed

TODAY I'M PROUD OF...
Tyler - great use of points + structure
Mama - so detailed
Hester - great use of points + structure
Anna - good characterisation
Steven - good, clear and detailed
Forth - just amazing!

Feedback and Response

Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking. It is often helpful to give this time a specific name and as such we would like this referred to as **Feedback and Response**. Students will need to be encouraged to use Feedback and Response time effectively at the beginning of lessons in order to make improvements and demonstrate progress over time.

Feedback for Literacy

Discretion should be shown not to over-annotate work of students who are low attaining in literacy. Best practice also suggests that teachers differentiate marking based on whether it is a mistake (due to rushing or poor habits) as opposed to errors which are due to gaps in knowledge or misunderstanding. Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

Sp – Spelling error

~ - Rephrasing needed

^ - Missing word

? – Confusion

ww – Wrong word

// - New paragraph needed

O – (Circling of a letter) incorrect case

T – Wrong tense

P – Punctuation required

X – Incorrect

✓ - Correct

DWT – Discuss with teacher



- Warning. Repeatedly making the same error.

Presentation

Ideally all work will begin with a title and a date. Poor presentation must be challenged. Any drawing should be in pencil and any straight lines should be drawn with a ruler. Students should be encouraged to take pride in their work.