



ASPIRATIONS

Feedback Strategy

Magna Academy

Version Control	
Feedback Strategy 2023-07-31	

Date of next review:	July 2024	Owner:	Associate Principal
Type of document:	Academy Strategy	Approval Level:	Principal

Overview

Feedback is information given by a teacher to students about their performance that aims to improve learning; this is a central part of a teacher's role and is integral to progress and attainment. There are many effective ways of providing feedback to students, and our Academy strategy supports the 'whole class feedback' approach which has been proven to have significant impact on progress compared to more onerous methods.

Our strategy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The EEF research shows that effective feedback is one of the most effective and cost-effective ways of improving student learning. The studies of feedback reviewed in the Teaching and Learning Toolkit produced by the EEF, Sutton Trust and Durham University found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of one year.

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, errors and common misconceptions, with a focus on literacy skills
8. To develop students' ability to accurately self-assess and become self-regulated learners.

Principles of Feedback

Teacher feedback is an area of teaching and learning that is a central priority for teachers as is often associated with improving student attainment. Done well, it supports student progress, building learning, addressing misunderstandings and, and thereby closing the gap between where a student is and where the teacher wants them to be. This process is a crucial component of high-quality teaching, however we recognise the 'opportunity cost' associated with teacher feedback and workload. Accordingly, this strategy is based on the following principles:

- Feedback is not onerous and takes into account teacher workload to allow more time to be spent on planning and resourcing.
- Feedback is high quality, not high quantity and is only one method of providing feedback; it should happen when it is needed to promote further learning.
- Feedback almost always requires students to do something to improve or develop their work.
- Verbal feedback is powerful and impactful; much of our daily pedagogy consists of verbal formative feedback. Verbal 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, verbal feedback is integral to learning and progression.

High-quality feedback practice should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort

- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Six Guidance Points

When checking students' work, the teacher should focus on and record the following aspects:

1. misconceptions
2. presentation of work
3. concerns (knowledge, missing/incomplete work, effort)
4. literacy (spellings x3)
5. show call (praise)
6. Evidence of Improvement tasks/next steps

The format for recording this information is decided by each individual teacher; however, the date and class name must be evident for each entry in the feedback logbook.

Mistakes vs. Errors/Misconceptions

Most studies make a distinction between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error' or misconception, which occurs when answering a question about something that a student has not mastered or has misunderstood. When checking work, it is recommended that in general teachers respond to these using two different approaches via whole class feedback (or individually, as appropriate); a mistake should be highlighted but not corrected – the student(s) should self-correct, and an error should be highlighted but the teacher (or another student) should provide the correction in this instance.

Literacy

The same principle regarding the mistakes and errors distinction applies to literacy. Key areas of literacy to address include:

- capital letters
- punctuation (full stops, commas, questions marks)
- spelling of key words (tier 3 vocabulary)
- repeated/several class errors in tier 1 and 2 vocabulary

It may not be possible to correct every literacy error in a piece of work, and indeed to do so would likely be disheartening for the student, so it is recommended that only major errors are identified if there are many. Common spelling errors should be identified in the Evidence of Improvement session, with students writing the correct spelling three times for reinforcement. A form of 'selective' marking, relevant particularly to literacy-related subjects, is to identify all types of errors within a limited section of work, or only certain types of errors in all the work. Literacy-heavy subjects may wish to add other areas to this list relevant to their subject.

Feedback Type and Frequency

Students will receive feedback in different forms; teachers will use their professional judgment to decide which method is most effective to engage students to act on their next steps. Feedback methods within a lesson and across a series of lessons will include:

- verbal feedback (whole-class, small groups, one-to-one)
- written feedback
- self and peer feedback

KS3

Verbal – ‘Mark Live’

- Verbal feedback should be given **each lesson**, the expectation is (where appropriate) a minimum of 20 minutes of focused work during which the teacher circulates and checks students’ books.
- Checks should be made for: presentation of work, 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.
- In addition, teachers should record errors they identify in their feedback logbook to inform planning and address in future lessons.

Written

There is no expectation that every piece of work students complete will receive written feedback. As an academy we are keen to embrace a sensible and realistic approach to workload and the marking burden – this does not mean that we have a “no marking” approach.

- Teachers are required to check student books/booklets **each unit** (this includes homework): **twice per unit for subjects/year groups with 5 or more lessons per fortnight, and once per unit for 4 lessons or less per fortnight**. Focus on the overall quality of work using the six guidance points for specific areas to evaluate.
- These checks should take approximately 30-45 minutes per class set.
- Teachers should do these checks following the six guidance points: misconceptions, presentation, concerns, literacy, show call (praise), Evidence of Improvement tasks.
- Teachers should use their feedback logbook to record the areas to be addressed as **whole class feedback** in the next lesson, as appropriate. Teachers may include additional areas to be addressed if necessary.
- The focus of the checking should be on misconceptions and knowledge, and how this can be corrected.
- Teachers may set this out in any format they wish in their logbooks, provided that the entry is dated and includes class name information.
- Teachers should initial and date the student book to indicate that it has been seen, no other comments are required in the student exercise books. Teachers should use any colour pen other than black, blue or green.

- 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 (summative peer assessment).
- In order to ensure accuracy and quality, the teacher should first model the process of assessing a piece of work to students.
- Students should have clear exemplars and criteria/mark schemes to support.
- Students should be able to articulate what went well (WWW) and what could be done to improve the work – even better if (EBI) – using the given criteria/mark schemes (formative peer assessment), and may include reinforcing learning or correcting misunderstandings.
- A sample of peer-assessed work should be shared and discussed afterwards for moderation purposes.
- The aim is for the students (the learner and the assessor) to consolidate their understanding of the criteria and to move them both forward in their learning.
- Individual subject areas should devise a standardised process to ensure consistency across different teachers.

Self

- Self-assessment/marking 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.
- In order to ensure accuracy and quality, the teacher should first model the process of assessing a piece of work to students.
- Students should have clear exemplars and criteria/mark schemes to support.
- Students should be able to articulate what went well (WWW) and what could be done to improve the work – even better if (EBI) – using the given criteria/mark schemes (formative self-assessment).
- A sample of self-assessed work should be shared and discussed afterwards for moderation purposes.
- The aim is for the learner-assessor to consolidate their understanding of the criteria and to move forward in their learning.
- Individual subject areas should devise a standardised process to ensure consistency across different teachers.

KS4

Same as above, plus:

- Teachers will mark exam questions (homework, classwork), but self-marking and peer marking in green pen is also acceptable, where appropriate.
- Where appropriate, KS4 work should be graded – we would expect this to be at least once per unit. Evidence of Improvement tasks are essential when a grade is awarded to a piece of work to enable students to further improve their work and not focus solely on a grade. Formative feedback comments should also be shared (either individually or as whole class, as appropriate).

KS5

- Teachers will mark exam questions (homework, classwork), but self-marking and peer marking in green pen is also acceptable, where appropriate.
- Where appropriate, KS5 work should be graded – we would expect this to be at least twice per unit supported with detailed comments for improvement. Evidence of Improvement tasks are essential when a grade is awarded to a piece of work to enable students to further improve their work and not focus solely on a grade. Formative feedback comments should also be shared (either individually or as whole class, as appropriate).
- Evidence of Wider Independent Study (WIS) should be submitted by students on a bi-weekly basis, enabling verbal feedback from staff to individual students.
- Students are expected to keep notes and assignments in well-ordered folders, organised appropriately. Each folder should be submitted by students on a bi-weekly basis, enabling staff to complete a folder check. A folder check slip will be produced, containing written feedback on strengths and required actions, and should be retained by the student, and stored at the front of the folder for reference.

Evidence of Improvement

This is the action that closes the feedback loop and impacts most on student progress. Acting on feedback is not effective when students simply repeat or reform the formative comments from the teacher; it does not reshape their learning or allow a student to show their understanding of the teacher feedback. Acting on feedback is most effective when students physically develop/correct, add to or redraft work.

Students must be given time in class to improve their work based upon the areas identified and recorded in the feedback logbook after each cycle.

- Teachers should share with the class the areas identified (five guidance points - omit concerns); this should normally be in the form of a PowerPoint slide. The focus and majority of time should be spent on misconceptions/knowledge and tasks linked to this.
- Evidence of Improvement (i.e. student response to the areas identified) must be explicit in exercise books - e.g. staff may print the slide (reduce size) for each student to stick in exercise books. Where subjects use booklets only, they should include a blank template for students to complete.
- Subject areas may decide on the format of Evidence of Improvement, but it must include the five guidance points and there must be a consistent approach within the department and detailed in the departmental feedback strategy.
- Students should use green pen to complete improvement work, including corrections made to an existing piece of work.
- Evidence of Improvement tasks are decided by the class teacher, some examples include answering an essay question, redrafting a piece of work with corrections/improvements, completing an exam question or gap-fill exercises. This may take up more than one slide.
- The teacher may decide how long is appropriate to spend on the feedback lesson, this could be from 15 minutes up to the entire lesson.
- This should normally take place in the lesson after books have been checked (there should therefore be evidence of this at least once per unit depending on subject/number of lessons).
- The teacher should drill corrections with students and carry out a short test/quiz to check for understanding – for students that have not made those specific errors; it is an opportunity for consolidation.
- Evidence of Improvement tasks can be checked immediately through 'marking live', verbal responses, self-correction (where appropriate – answers provided) and through additional checking during the next feedback cycle if necessary.

Other Forms of Feedback

In addition to the feedback relating to written work/student performance in exercise books/booklets, teachers will use a range of techniques to assess student understanding, and feedback accordingly. This includes, but is not limited to:

- using mini whiteboards with immediate feedback on responses
- using online quizzes to review the learning of individuals/every in the class and to identify misconceptions
- question and answer activities during the lesson to review current knowledge and understanding
- using the visualiser to discuss an exemplar or other work, generating discussion and feedback from the teacher and students

When misconceptions are identified, these are followed up either immediately or in subsequent lessons with specific activities designed to address these.

Feedback and Summative Assessment

All students will complete end of topic assessments – each subject will assess students at regular intervals throughout an academic year. The timings of these assessments will be appropriate for that subject and taken at the end of each topic. All students will also sit either end of year or mock examinations, assessing the content from that year's (or key stages) academic subject curriculum. After each assessment, students will receive detailed feedback from their teacher about their performance which will often include a 'pause lesson' where students discuss and correct their answers as guided by their teacher.

Further details are outlined in our Assessment & Setting Strategy.

Monitoring and Evaluation

- Regular work scrutiny checks will be carried out by SLT (during week 1 of each unit) to look at the quality and quantity of work and student progress – Subject Leads/Academic Directors will be given feedback on their subjects. Staff must also provide their feedback log books.
- A curriculum area work scrutiny is scheduled during week 1 of each unit to enable a more in depth look at standards and progress between teachers. A sample of books will need to be provided for SLT quality assurance on the Wednesday of each week 1 of every unit. Each unit will have a different focus group:
 - Unit 2: Year 11 and 13
 - Unit 3: Disadvantaged
 - Unit 4: Year 10 and 12
 - Unit 5: SEND
 - Unit 6: KS3
 - Unit 7: Gender
- There will be a whole academy work scrutiny during unit 4 week 3 to showcase and share best practice.
- Additional work scrutiny should also take place in curriculum team sessions.
- Work scrutinies will be undertaken during external reviews and monitoring visits, as part of the Quality Assurance process.
- Exemplars of staff feedback logs and department Evidence of Improvement templates and tasks are shared in the staff drive as part of continuing professional development. A bank of IRIS videos showcasing best practice for different approaches to feedback in lessons will be available to all staff in the year. Feedback is incorporated into the teaching and learning framework as part of the Six Mastery Fundamentals and our all-staff CPD programme includes staff training on this.

Appendix 1

Different forms of feedback



Appendix 2

EEF Summary of Recommendations (Teacher Feedback to Improve Pupil Learning)

SUMMARY OF RECOMMENDATIONS

Principles

1

Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

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2

Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil*, and the collective understanding of the *class*.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

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3

Plan for how pupils will receive and use feedback



- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

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Methods

4

Carefully consider how to use purposeful, and time-efficient, written feedback



- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

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5

Carefully consider how to use purposeful verbal feedback



- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

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Implementation

6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

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Appendix 3

EEF Feedback More Likely to Move Learning Forward



	Feedback more likely to move learning forward			Less likely
	Task	Subject	Self-regulation strategies	Personal
KS3 examples	In computing, pupils have been asked to complete a series of sums where they add together two binary numbers. The teacher reviews the work and informs each pupil how many they have got correct. She asks them to revisit the questions, work out which are incorrect, and correct them.	A maths teacher notes that many pupils are not ordering their operations correctly, which they need to do across the subject. She selects an example problem to complete as a whole class before asking pupils: 'Find the problems from the last lesson where you incorrectly ordered your operations and correct them.'	Pupils in PE are trying a shot put. One throws a personal best but then to lowing effort only reaches half the distance. The teacher asks her: 'Why do you think that attempt was as successful? What should you do differently next time?' The pupil confides that she was holding the shot put in the base of her middle fingers for her better attempt, rather than her palm. She is asked to try again and monitor the difference.	<i>'You're a gifted historian—superb effort as always!'</i>
KS4 examples	In English literature, a teacher has read pupils' essays on <i>An Inspector Calls</i> and reflected that many pupils are not including enough evidence to support their points. She shows pupils an example of a former pupil's work featuring a paragraph lacking in evidence, and another paragraph with sufficient evidence. She feeds back: 'Review those paragraphs. Can you notice the difference? Now, revisit your work, and add in evidence where you think it is necessary.'	A German teacher is reflecting on the oral mock exam that pupils have just undertaken. Some pupils failed to use the correct grammatical gender when speaking, which is required across the subject. He feeds back to some pupils: 'You need to use <i>der</i> , <i>die</i> , or <i>das</i> in the correct places. For the first ten minutes of this lesson, practice speaking about your part-time job with your partner and correct each other when you use the incorrect <i>der</i> , <i>die</i> or <i>das</i> .'	A geography class are approaching their exams. They created individual revision plans at the start of term but, having just marked pupil mock papers, the teacher suspects that some pupils may only be revising the topics they are already strong in. She feeds back to one pupil who is struggling: 'Review which question you struggled on in the mock exam. Amend your revision plan to give more priority to your areas of weakness.'	<i>'This is poor work—I expect better from a student of your standard.'</i>
KS5 examples	A health and social care class are discussing the factors that contribute to disease. The teacher notes that only genetic factors are being centred and feeds back: 'The discussion is showing a rich understanding of the genetic factors, but what about environmental factors? Can you name some environmental causes of disease?'	A politics teacher is giving feedback on pupil essays on the strength of select committees in U.K. politics. Pupils were asked to include 'well-substantiated conclusions', a key skill in politics, but one pupil's essay featured a conclusion that did not match the argument in the rest of their essay. The teacher feeds back: 'Your conclusion is unsubstantiated and does not match the rest of your essay. Re-examine your argument, and redraft your conclusion.'	A psychology student has submitted an essay which is of a much poorer quality than their previous attempt. The teacher asks them to consider: 'Thinking about your preparation, and with reference to the assessment objectives, what three things did you do differently this time which has resulted in a poorer outcome?' Once these are centred, the pupil will be asked to remedy these shortcomings in a redrafted essay.	<i>'Fantastic work—you're a born Chemist!'</i>

As some of these examples demonstrate, it can often be challenging to clearly demarcate the difference between feedback at the task, subject, and self-regulation level. However, teachers and leaders do not need to be overly concerned by this. These types illustrate the sort of feedback that may be effective,


and the lines between them may be blurred. The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self-regulation—it is less likely to be effective if it provides a general comment about the pupil's characteristics.

Appendix 4

Academy Presentation Guidelines

- Always take pride in your work and complete it to the best of your ability
- All work should have a date and a title
- Write either C/W (classwork) or H/W (homework) in the top left corner, write the title in the centre and the date on the right and underline with a ruler
- All written work should be in blue or black pen (please note: coloured fine liners and highlighters may be used for note taking and revision)
- Handwriting should be as neat and legible as possible
- Drawings/diagrams should be in pencil unless directed by your teacher
- Mistakes should be crossed out neatly with a ruled single line
- Evidence of improvement tasks and any marked piece of work which is followed by a question should be completed/responded to in green pen
- All loose work should have your name and group written on the back of the work and be stored neatly in your book/folder
- There should be no graffiti either on or in your books

Appendix 5
Exemplar Evidence of Improvement Slide

Evidence of Improvement - Demographic trends affected nature of childhood (10) 	
<p><u>Misconceptions to be addressed</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> LC Error - misunderstanding the question. For this response you had to choose a demographic trend and link it to the implications on the nature of childhood. <input type="checkbox"/> All lacking specific sociological evidence preventing top band marks 	<p><u>Literacy</u></p> <p>Child centredness</p> <p>Beanpole</p>
<p><u>Next Steps / Task for Improvement</u></p> <p>Use these prompts to construct a plan showing what specific evidence you should have employed.</p> <ol style="list-style-type: none"> 1) Infant mortality rate (IMR) has decreased = parents have fewer children knowing they are likely to survive ⇒ Child centredness (£227k by 21st bday), Aries 'Cult of childhood'. 2) Increased life expectancy = stronger relationship with grandparents 	<p><u>Presentation</u></p> <p>Legible writing in exam conditions</p>
<p><u>Show call</u> - Ellie sensibly chose infant mortality = child centredness for her second paragraph</p>	