

(WBS) FEEDBACK POLICY



Policy Title: Feedback Policy (Senior School)	Effective Date:	September 2023
Staff Member Responsible: Deputy Head (Academic)	Review Date:	September 2024

This policy represents the School's collective approach to marking and feedback. It is based on our experience and evidence from educational research, as to what makes a difference to pupils' learning and development.

Feedback has consistently been identified as one of, if not the most, significant factors affecting learning and achievement.

Feedback is a much more complex concept than simply marking work and thus this policy outlines the many ways in which teachers may give feedback to their pupils. The central tenet is that feedback must always improve the learning of the pupil and not simply provide a mark. Assessment and feedback should take place frequently as part of every lesson, including reviewing prior knowledge, (revisiting both more and less recent material), questioning and low-stakes testing; these processes help to commit knowledge and skills to long term memory and so are essential for learning.

Routinely checking and monitoring pupils' work helps to ensure they care about the work they produce and that they know we care. Written feedback is also a key way to provide feedback to students and assess students' understanding. The form and frequency of written feedback will vary from subject to subject and departments will need to be clear on which pieces of work will receive written feedback. It is expected that work with written feedback which pupils act upon should be given every 4-6 weeks and at least once per half term.

Staff should be aware that if pupils do not use feedback (whether verbal or written), then the feedback will have been of no use at all. Departments therefore need to consider how pupils can be encouraged to use feedback and how to plan time for pupils to act upon any feedback given.

Feedback at Westonbirt should:

- Be specific, honest and kind.
- Cause the recipient to reflect on closing the gap between where they are now and where they want to be. Strategies for this might include:
 - Coaching pupil improvement by asking written questions, to which the pupil responds. Teachers should be aware that giving questions as feedback can provide a greater learning opportunity than simply providing the pupil with the answer. This can help establish learning conversations and encourage independence through enabling pupils to feel a sense of ownership over their learning.

- Asking the pupil to re-draft something (a whole piece of work, a paragraph, a question).
 - Including dedicated improvement and reflection time (DIRT) into lessons, or setting it as prep.
- Include proof-reading of work. Proof-reading can increase meta-cognition and overall understanding. Where the teacher deems it appropriate, staff are encouraged to ask pupils to proof-read their own work to spot errors, using a pen of a different colour.
 - Give praise where it is due. Growth mindset suggests that the focus of praise should be placed on the processes which have led to success (e.g. effort, perseverance, resilience), rather than the outcome alone.
 - Contain language and concepts which are appropriate to the individual's current level of cognitive development
 - Be verbal or written, as is most appropriate for the task
 - Identify incorrect spelling, punctuation and grammar as appropriate
 - Build independence and meta-cognition via peer analysis, pupils analysing and commenting on their own work, or target setting.
 - Inform teacher planning and be used as a key method of effective differentiation.

Research shows that if grades/percentages are given alongside comments, this can reduce the impact of the comments on learning. Grades should not be given at all for prep in Years 7, 8 & 9 and this policy advises teachers to be careful in mixing comments with grades for other year groups. If the teacher deems that sharing a mark with a pupil will improve their learning, staff may wish to consider sharing grades with pupils at the end of the lesson, once the pupil has paid full attention to any feedback given and acted upon it.

The policy does not require that written feedback is provided for every piece of classwork or prep and staff are expected to use their professional judgement to determine what frequency is most appropriate for their subject and pupils.

The implementation of the policy will be monitored by regular feedback evaluation processes, which will include monitoring of work in books/on computer as well as learning walks focused on monitoring feedback processes during lessons. These processes are also an opportunity for good practice to be shared and weakness addressed.