

BROCKINGTON COLLEGE



Feedback for Improvement Policy

Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness and compassion for individuals and across the school community.

Date of Review	September 2017
Next Review	September 2019
Approval By	Principal
Review Frequency	Two Yearly

Signature: Date:

Printed Name: Position:

Aim:

- To enable our students to:
 - know what they are good at;
 - improve work according to feedback given;
 - have an understanding of the level or grade they are currently performing at.
- To ensure that all our students have their work marked in such a way that it improves their learning and builds their self-confidence and self-esteem.
- To place a value on all work done in class and at home.

Rationale:

Marking is one of the main forms of communication between students and teachers about students' work and progress. The purpose of the whole school feedback policy is to provide clear and consistent information for students and parents, in order to promote effective learning and progress.

Broad Principles:

Teachers should plan for the use of a variety of strategies to ensure that students are part of the assessment process such as:

- Verbal feedback;
- Quality focused written feedback with time for follow-up and dialogue;
- Critical friend feedback;
- Opportunities for discussion either as a whole class or in groups;
- Self-assessment using marking criteria.

Marking is based on an interpretation of criteria and can serve the following purposes:

- To celebrate achievements;
- Diagnostic purposes enabling the teacher to gain insight into the effectiveness of the teaching and learning process and plan for future lessons;
- To monitor and improve pupil progress;
- To set targets;
- To correct and comment upon inaccuracies and to help students identify inaccuracies;
- To consider presentational skills;
- To consider literacy skills including spelling, punctuation and grammar;
- To evidence pupil progress and learning over time.

It is our policy to:

- Mark students' work against clearly defined criteria which are differentiated for different ability groups;
- Inform students' of the marking criteria before they tackle work;
- Mark students' work so they know the standard they have achieved;
- Mark students' work so that they know what is good, know what needs to be improved and how they can improve to make further progress;
- Provide feedback about presentation to encourage a high standard of work and personal pride;
- Mark consistently within departments;
- Keep thorough records of marking which can be used when reporting to parents;
- Mark work sensitively.

Expectations:

There are three main types of written feedback that teachers are expected to use. The frequency of each type will vary between departments according to how regularly a class is seen. On occasion, for example in ICT, marking will need to be varied as a consequence of the nature of the work done.

1. Quality Teacher Marking – Detailed feedback relating to how well objectives have been met and the next steps for improvement. Developmental comments raise standards as they help students' to understand the main purpose of their learning and what they need to do to improve. Students will always be asked to improve their work based on this feedback (Dedicated Improvement and Reflection Time). In this way, marking becomes useful and progress will be made in learning. Quality teacher marking must be evidenced at least once per term for each class and more frequently for English, maths and science and all subjects at KS4. Each department will have assigned pieces of work that must be marked in this way and this will be shown on departmental assessment calendars. This aids consistency and allows subject moderation. Levels or grades must be shared with individuals and recorded by the teacher. Mark books must be kept accurately and be up to date.
2. Whole class feedback: Teachers need to complete detailed class feedback at least once every 4-8 lessons. A template will be completed in class time that clearly details strengths, misconceptions and areas for improvement. During the following lesson, DIRT will be made available for the class to reflect and act upon this feedback. Completed feedback sheets should be copied for all students (electronic or handwritten) and a collection of feedback built up by the teacher during the year.
3. Self or peer assessment: This can be a useful activity if done in an environment where students have been taught to do this effectively. Students should be trained to assess against clear and agreed criteria commenting on the positives but also making purposeful suggestions for improvement. It is not appropriate for students' to mark each other's examinations.

Other expectations to ensure consistency and an understanding of our feedback by students and parents:

- Teachers must mark in red or pink ink
- Self and peer assessment must be completed in green ink
- Improvements made by students will be written in purple ink
- Staff must return all written work within a fortnight of collection
- Good work should be rewarded using the house points reward system and communication home.
- Exceptional work should be shown to others in the class to model expectations and drive ambition.
- **Homework**: Learning at home should be evidenced in books / folders where appropriate. It should be marked and assessed in the same manner as class work. Teachers will monitor the completion of homework on every submission date and action the departmental sanctions, contacting home if necessary. Homework can be tracked by students, teachers and parents on 'Show My Homework'.

- **Effort:** Teachers can record effort grades in their mark books to assist them with Assessment Point Data if they wish. This could be written or by giving an A2L code. However, it is expected that when communicating about effort with students that a dialogue would be held with them.
- Other materials such as stamps; smiley stickers or other symbols e.g. stars are encouraged if staff chose to use them.
- **Consistency of Expectation:** All staff should follow the agreed format for presentation of work as follows. This information will also be displayed in classrooms and should be used by staff as an aide memoire as and when needed.
- **Editing Codes:** In order to ensure consistency across the school the following annotations should be used

Annotation	Means
✓	Correct
X	Incorrect
Sp (+ incorrect word underlined)	Incorrect Spelling
NP (+ // in work)	Start a new paragraph
^	Omission
P	Faulty punctuation

Where appropriate, staff will take into account the needs of students with literacy difficulties/dyslexia when marking work. This may involve limiting marking to a few spellings and/or marking for content. Every effort will be made to support students to develop appropriate strategies to improve their literacy at all times. Departments will encourage the use of spellcheckers, keywords lists and the proof reading of written work. Suggestions for improvements can relate to literacy.

Monitoring:

The monitoring of feedback to pupils will take place:

1. each half term via learning walks. The senior leadership team and middle leaders will review pupil feedback and make comment to members of staff;
2. termly via lesson observations. Comments on pupil feedback will be written onto lesson evaluation sheets;
3. during the spring term via meetings between the Assistant Principal: teaching and learning and heads of department.

Inadequacies in feedback will be discussed with heads of department as well as the staff concerned. If required, support will be offered. Monitoring will continue on a more frequent basis until feedback given to students is deemed satisfactory by a member of the senior team.

Presentation of Work

Students should remember to put the following information on the front of their exercise books or folders:

Name: _____	
Tutor group or class group: _____	
Subject: _____	→
Teacher: _____	

Label books clearly

Always begin written work in the following way using BLUE or BLACK pen:

<u>My Title</u>	<u>10th September 2017</u>
-----------------	---------------------------------------

↓

Always underline the title and date with a ruler

REMEMBER:

- Always write in pen. Draw in pencil and use a ruler used for straight lines.
- Always read a finished piece of work to check for mistakes. Remember to look for correct spellings and punctuation too.
- Always rule off work using a ruler when it is finished.
- Graffiti or doodles should not be seen on work or on covers
- Use green pen when you are marking your own or a friend's work and use purple pen if you are improving your own work.

Feedback Policy – Guide for Parents

Aim:

- To enable our students to:
 - know what they are good at;
 - improve work according to feedback given;
 - have an understanding of the level or grade they are currently performing at.
- To ensure that all our students have their work marked in such a way that it improves their learning and builds their self-confidence and self-esteem.
- To place a value on all work done in class and at home.

Assessment of classwork:

The marking of your child's work will be undertaken in a variety of different ways. The following table gives you a guide as to the type of feedback you and your child will see on their work as a minimum.

	Type of Marking	What it looks like
1	Quality Teacher Marking	This is detailed feedback and relates to how well the learning objectives have been met. It gives the next steps to improve work. Students will respond to the areas for improvement directly after feedback has taken place. Grades or levels will be given. This will take place at least once per term.
2	Whole Class Feedback	Your child will receive feedback every 2 to 4 weeks that will show examples of model work, identify misconceptions and give bespoke areas to improve. Again your child will be given time to reflect on this feedback in order to progress further.
3	Self and Peer Assessment	Peer or self- assessment that includes positive comments and suggestions for improvement from given criteria

Students may also be rewarded for their effort with a variety of stickers, stamps or comments to acknowledge the effort they have put into their work. House points will also be issued for worthy efforts.

Please note: Not all work will be set in exercise books. Extended pieces of work may be done as separate documents. Some subjects set on-line tasks which can be accessed by students from home and which give an analysis of their strengths and weaknesses. Other subjects may use folders or booklets.

A homework timetable is published annually and can be found on the school website. It gives the frequency of homework and the approximate length of time students should spend on their work. This can be seen on 'show my homework'.

Monitoring:

Senior and middle leaders check the frequency and quality of feedback each term in order to ensure that our policy is adhered to by all teachers. Any issues regarding marking will therefore be dealt with quickly.