

Feedback Statement of Practice



Lees Brook
Academy

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Introduction

Lees Brook Academy recognises the important role that high quality feedback has in transforming the life opportunities of students, developing them into highly literate and knowledgeable citizens. Similarly we recognise our commitment to staff and their workload but believe that the time and effort required for meaningful feedback is afforded its proper place too. This document sets out the inclusive procedures and practices for the variety of methods used to give meaningful feedback to students at Lees Brook Academy.

Related Policies, Statements of Practice and Procedures

- Teaching and Learning
- Assessment

Statement of Practice

Feedback should aim to, and be capable of producing, improvement in students' learning. Feedback redirects or refocuses the students' actions to achieve a goal, by aligning effort and activity with an outcome. We believe that marking, assessment and feedback is essential for both teachers and students to check and track learning, and know how to move learning forward. It can be about the outcome of the task, the process of the task or the student's management of their learning or self-regulation. It can come from a teacher or someone taking a teaching role, or from peers. This feedback can be written, verbal, peer-assessment, self-assessment, computer-assessed, formal assessments, controlled assessment and questioning.

Core Expectation: Clear Feedback and Guidance

Clear feedback and guidance is one of our core principles and can be seen in every lesson, every day, within our academy. We expect:

- Regular formative feedback for all students
- To engage students through self, peer and whole-class feedback
- Students to respond to feedback and make progress over time

Heads of Department for each subject decide the regularity of marking, assessment and feedback to fit in with their curriculum plans and this statement of practice. All teachers at Lees Brook are expected to exercise high professional standards in ensuring their feedback is purposeful.

Why we mark, assess and give feedback:

- To check learning takes place and to correct errors or misconceptions in students' learning, informing the next stages of intervention and planning
- To track students' learning and progress and inform teachers what steps they should take to help students learn and progress further
- To instruct students how to improve their work and move learning forward, all teachers are expected to:
 - Use high quality questioning and in-class assessment to check and extend learning
 - Provide feedback on students' work regularly, giving them clear feedback, including strengths, and targets or questions that will move learning forward
 - Use assessment to inform lesson planning and personalisation of regular feedback
 - All students will receive feedback in the exercise book, folder or booklet in which they usually work

Formative Assessment

Formative assessment plays a huge role in feedback within lessons at Lees Brook which enables teachers to be responsive in their teaching. Formative assessment is integrated into teaching and learning, which creates feedback for students and teachers in order to improve learning, respond to pupil needs and guide their next steps. This therefore improves the students' knowledge and understanding whilst they are still engaged in the learning process. Staff will regularly set self and peer assessment activities throughout lessons.

Verbal feedback

Verbal feedback plays an important role in supporting students and is recognised by the academy as an integral part of effective assessment practices. Verbal feedback could include, but is not limited to techniques such as:

- Cold Call
- 1:1 feedback/personalisation within a lesson
- Mini-whiteboards
- Retrieval feedback
- Multiple-choice questions

Written Feedback

At Lees Brook we expect students to receive regular high quality written feedback. Students will receive written feedback about either the task itself or about the processing of the task, ensuring that students are able to consider the feedback and respond to instructions or targets. The feedback will redirect and refocus students and provide opportunities for them to improve the quality of their work with an upgrade activity or task completed in a red pen.

Written feedback will be provided through individual teacher comments or a whole class feedback sheet, and will be visible in all student work.

Specific aspects of lessons or learning are selected for providing deep, high quality feedback on. The purpose of selective marking is to enable a more precise focus on areas for development, and ensure progress within them.

Student work should be marked in green pen. Self and peer assessment should be completed by students using a red pen so that it is clearly distinguishable from teacher marking. The teacher may also verify the student marking with a comment, initial or date.

Student Responses:

Where appropriate, we expect students to respond to feedback or assessments. Directed response time should be given to the students which allows them to consider the feedback and respond to instructions or targets through 'Upgrade' lessons to improve the quality of their work. The 'Upgrade' lesson is designated to direct engagement with what students should improve, but its effectiveness can be diluted if it is not given enough time or effort.

Upgrade lessons:

Upgrade lessons are only effective if:

- Suitable time is allocated for students to complete them. This could take a full lesson to complete and students who are absent may be set the UPGRADE tasks as additional homework
- Students have responded to targets fully, and ensure that work is done again if they have not. Staff will not accept half-hearted work that has not had a suitable amount of effort applied. Teachers will encourage students to self and peer assess their response to targets.

UPGRADE activities may focus on:

Feedback about the task:

- Completing or improving on the original task set
- To improve the quality of work completed to a higher standard
- Build relationships between knowledge
- Detecting errors within a task
- To complete a challenge task that will extend understanding

Feedback about the processing of the task:

- Focusing on the approaches needed to complete a task.
- To apply a process to a different task
- To apply understanding to an exam question

Assessment criteria and data entry points:

Subject curriculum plans include formative and summative assessment points to provide data and support external assessment. At KS3 teachers assess in accordance with relevant assessment criteria and mark schemes. At KS4, teachers assess in accordance with relevant assessment criteria and mark schemes for the relevant specification. Progress data is captured through regular data points in accordance with the calendar.