

Aspiring to excellence



THE
CEDARS
ACADEMY

EFFECTIVE FEEDBACK POLICY

'Write to be understood, speak to be heard, read to grow.'

Effective feedback is everywhere.

-Laurence Clark Powell



Aim

This policy aims to support pupils to reach their full academic potential.

Objectives

In order to achieve this aim, there must be consistency in each faculty and pupils should all be aware of:

- Their grade for the section of work
- Their successes with the section of work
- How to improve the section of work – **the next steps using the PURPLE PEN OF PROGRESS**

Why is feedback so important?

'One study estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.' (Sutton Trust)

M	Motivation – pupils are more likely to be motivated to make improvements if marking is regular and formative
A	Assessment for Learning – pupils know their level for the section of work and how to make improvements
R	Regular feedback to inform teachers, pupils and parents of target and working at grade
K	Knowledge and understanding can be checked and corrected by the teacher and will inform continual planning of lessons
I	Independent learning – comments by the teacher in the form of questions can promote research and dialogue between pupil and teacher
N	Needs of individuals – all pupils are catered for, as teachers mark and guide according to the ability and needs of their class
G	Gain – pupils can receive rewards for effort or achievement with their work as well as achieve their academic potential

THE MARKING PROCESS FREQUENCY OF MARKING WORK

- Work will be monitored regularly
- It is expected that PP pupil work will be marked first and given the support they may require to act upon the advice / feedback given.
- The expectation is that books/work should be marked approximately every two weeks (including tutor work)
 - This can be teacher assessed work but not exclusively so. It can also include detailed peer assessment and detailed self-assessment.
- Exam marking may take longer than a week to complete so time should be allowed for moderation and/or standardisation to take place
- Pupils should be given appropriate opportunities to self or peer assess
 - The use of systematic colours are to be used for this to allow for consistency across the Academy.
 - Teachers are to mark in **RED**
 - Pupils self and peer assessment is to be marked in **GREEN**
 - Pupils improvements (DIRT and Find 'n' Fix) is to be marked in the **PURPLE PEN OF PROGRESS**
- Pupils should be given appropriate opportunities to 'find and fix' their work, embed directed, improvement and reflection time (DIRT) which will allow pupils to 'close the learning gap' using the **PURPLE PEN OF PROGRESS. This is built into planning for the needs of pupils based on the work being assessed.**
- Faculties are to use this to ensure that their marking is in line with Academy policy.



HOW THE BOOKS / FOLDERS SHOULD BE MARKED –

Strengths + Targets + Next Steps

At the end of each section of work that is marked, teachers need to give one of the following that is best suited to the piece of work:

1. A grade or level or score
2. Strengths of the piece of work
3. Next steps- strategies for progress
4. References to targets
5. Effort mark / grade given where appropriate
and then
6. Time allowed for 'DIRT' / 'Find and Fix'

Pupils may complete subject specific sheets in which they articulate their own strategies for progress.

PRESENTATION OF CLASS WORK

When aspiring to excellence we want all our young people to take pride in the work they produce at the school. In order to achieve this we will aim to support all pupils to complete the following:

- Black or blue ink must be used for all handwritten work. Pencils should be used only for graphs and other drawings
- Handwritten work should be completed in the exercise book or A4 file paper, graph paper or other paper required for the learning activity
- All work should be given an appropriate title / heading which should be underlined neatly using a ruler. Dating work is also expected
- All work is completed and if not teachers will set aside time or set homework for pupils to ensure they have not fallen behind and no learning has been lost. *There may be extenuating circumstances where this is not possible for all subjects such as long term illness, but teachers and the school will endeavour to provide work for pupils who may be missing lessons long term.*
- Graffiti and or poor presentation through careless attitudes will not be acceptable and teachers' will set appropriate sanctions

Where our standards are not met teachers will work with individuals to ensure they are supported so they can aspire to excellence.

HOMEWORK

Responsibility for the setting of sufficient and appropriate homework and for ensuing sanctions and rewards lies within curriculum areas. Faculty Leaders and Heads of Subject/Department will act to ensure a consistent approach within their team of teachers and that their teams will follow Academy policy on Homework. **All** homework is set using *ShowMyHomework* by **ALL** staff.



ROLES AND RESPONSIBILITIES

Teacher:

- Mark work regularly
- Know which piece of work will be formally assessed and use assessment criteria for this
- Advise pupils on how to improve the grade/score for the section of work in their books or folders where allowed
- Ensure that pupils have the target grade clearly on display on or near the front inside cover of their exercise book
- All presentation is praised and challenged appropriately – **all** to demand high standards
- To share good practice with markings in meetings
- Faculty/Department Leaders and the Leadership Team to check marking via our review process at set times throughout the year
- Recognise and reward effort and progress
- Allow time for pupils to reflect on feedback and make improvements for example, 'find and fix'
- Keep a record of verbal feedback given

Heads of Subject and Subject Leads to work with Faculty/Department Leaders to:

- Monitor the quality and consistency of marking and written feedback
- Use the work scrutiny process to set clear targets for the faculty so that any areas for concern are addressed
- Use the work scrutiny process to share good practice within the faculty
- Ensure moderation and standardisation of work takes place across all year groups during the scrutiny
- Keep an up-to-date portfolio of work at different grades within the faculty.

Senior Leadership Team:

- Faculty Leaders to check on the marking of work through the work scrutiny review weeks, (set at specific times throughout the year) in conjunction with their line manager
- Leadership Team to review Faculty action plans after each scrutiny

Curriculum Support Centre:

- To read through the comments written by teachers in order to guide any SEN pupils in the class
- To explain, where necessary, the feedback to pupils and ensure that targets to improve are understood
- To inform teachers if the written feedback / dialogue is not supporting the learning of identified pupils.

Pupil:

- Read and reflect on comments written by teachers
- Respond positively to comments written by teachers by improving work, use this time to 'DIRT' / 'find and fix' within lessons
- When advised, self-assess work using exam/success criteria
- Peer assess work fairly and responsibly, giving strengths and next steps
- Put the best effort into class and homework
- Catch up on work after absence
- Keep standards of presentation of work high
- Do not graffiti on the cover of the exercise book or folder. It should only show name and class details
- Responsibility to ensure that work from lost or missing books is copied up.

Parents / Carers:

- To read through the comments written by teachers regularly



- To support the school in checking that pupils are organising their book work
- To check that pupils are packing the correct books and equipment for each day of the week
- To support the school in providing a bag that can accommodate books comfortably
- Check and sign the planner each week.

Governors:

- To be aware of the effective feedback policy
- To have access to work scrutiny data
- Have a detailed understanding of how marking impacts on learning – curriculum committee to see a sample of marked work twice per year or on request
- To be involved in work scrutiny review weeks.


MONITORING, EVALUATION AND REVIEW

- Faculty/Department Leaders and SLT to complete a work scrutiny as part of the review process at several times throughout the year and will be targeted as well as being subject specifically led
- Heads of Year will complete a work scrutiny of tutor books during the non-judgemental tutor observations – once per term
- Line managers to informally look at books on learning walks / blinks
- Leadership team to analyse as part of the Faculty Improvement Plan review.

SUCCESS CRITERIA

- As an Academy we will know if our effective feedback has had impact when:
 - ✓ Pupils know and are able to talk about their next steps for learning
 - ✓ All pupils make expected progress as they understand their next steps for learning
 - ✓ Teachers know and understand what is effective feedback and apply this regularly

Language for Learning: annotating students work

Symbol	Meaning
Sp + a circle around the mistake	Spelling mistake
Pu + circle around the mistake	Punctuation missing or incorrect (including incorrect use of capital letters)
NP //	New paragraph
 (one wavy line)	Awkward expression / does not make sense
^	Omission / add in this point you forgot
Voc + a circle around the mistake	Vocabulary error/improvement needed
Gr + a circle around the mistake	Grammatical error
MW	Missing word (Modern Languages)
✓	Well written section / correct
✓✓	Excellent points / writing

Note:

Where multiple errors occur throughout written work mark for language for learning in the **first paragraph** only and then build in time for pupil to ‘find and fix’ therefore closing the learning gap. In allowing time in lessons for this, pupils will not become disheartened by having too many ‘corrections’ to learn and avoid **pointless** repetition from staff.



The Cedars Academy - work scrutiny review form

Teacher:	Class:	Subject:	Date:
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Characteristics of Feedback	✓	Evidence
Teacher Comments		
Written feedback is always informative and constructive; it will focus on the learning objectives. Purposeful praise will be evident.		
Written feedback is frequently informative and constructive; with some important focus on the learning objectives. Purposeful praise will be evident.		
Written feedback requires improvement because it is not yet good. The feedback needs to be more informative and constructive and include further focus on learning objectives.		
Adapting feedback to meet individual needs		
All pupils understand what they have done well and where these features are present in their work. Feedback enables every pupil to understand the individual steps they need to take to improve their work.		
Most pupils understand what they have done well and where these features are present in their work. Feedback enables most pupils to understand the individual steps they need to take in order to improve their work and how to do this. Most of the time, levels of challenge and expectation is evident from the marking corresponding with the whole academy target levels.		
Further comments relating to what pupils have done well and how these features are presented in their work are required. There is insufficient evidence that pupils understand the steps they need to apply to improve their work and common mistakes are repeated. Levels of challenge and expectation from the marking do not yet correspond with the schools academy target level.		
Target setting and closing the gap		
The teacher regularly builds in time for the pupil to close the gap and make their improvements or target set appropriately. Clearly identified pieces are marked against examination assessment criteria and attainment levels are awarded. Levels of challenge and expectation are at least comparable with whole academy marking and feedback policy		
Time is built in for pupils to close the gap and make their improvements and target set appropriately.		



There is evidence that some pieces are marked against examination assessment criteria and attainment levels are awarded. Most of the time, levels of challenge and expectation correspond with the whole academy marking and feedback policy.		
Further opportunities are required for pupils to close the gap and make their improvements. Target setting is not yet consistent/appropriate. There is insufficient evidence of marking against examination assessment criteria. Levels of challenge and expectation from the marking do not yet correspond with the whole academy marking and feedback policy.		
Fluency and Consistency		
The frequency of marking exceeds/is in line with the academy policy. All classwork and homework has been marked consistently and thoroughly		
The frequency of marking is in line with academy policy. Most classwork and homework has been marked consistently and thoroughly.		
Work is not yet marked frequently enough		
Presentation		
Useful and positive comments have been made in relation to presentational skills and organisation; folders and books are presented in an outstanding fashion indicating pride and a positive attitude to learning.		
Useful and positive comments have been made in relation to the presentation skills and organisation; and/or folders and books are presented in a good fashion indicating that most pupils have pride in their work and are positive about their learning.		
The teacher does not yet comment upon presentational skills and organisation; and/or folders and books are not presented in a way that suggests pride in their work or a positive attitude to learning,		

Marking for the 'language of learning'		
Work is thoroughly marked for the language of learning; the academy policy is closely adhered too, including outlined annotations.		
Most work is marked for the language of learning; the whole academy policy has been applied to a good standard.		
Further focus on the language of learning must be considered; the whole academy policy must be adhered to more rigorously.		
Pupil Progress		

Feedback is of such quality that all pupils make rapid and sustained progress.		
Feedback is of such a quality that pupils make good progress.		
Feedback is of such a quality that pupils do not make adequate progress.		

Areas of strength:

2 key priorities for individual teacher to be reviewed at next terms Faculty Review:

1 –

2 -

Overall grading:

- 1 – Outstanding
- 2 – Good
- 3 – Requires Improvement
- 4 - Inadequate

Signed by evaluator:	Signed by Teacher:	Date of feedback:
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Outstanding

Written feedback is always informative and constructive; it will focus on the learning objectives. This enables all pupils to understand what they have done well and where these features are present in their work. It also enables the pupil to understand the steps they need to take to improve their work and how to do this. The teacher regularly builds in time for the pupil to 'find and fix', and make their improvements or target set appropriately. There is clear evidence of 'triple impact marking' taking place which relates to the pupils own understanding of their learning. The use of 'DIRT' is used effectively and pupils are demonstrating their understanding of how to progress and move onto the next stage of their learning. Some clearly identified pieces are marked against examination assessment criteria and attainment levels are awarded. Levels of challenge and expectations are evident from the marking and are at least commensurate with the whole Academy target levels. The frequency of marking exceeds or is at least in line with our whole Academy policy. All execution is in line with whole Academy policy and faculty expectations and thus is not giving rise in inter-faculty or Academy variation. This would include work being thoroughly marked for the language for learning, presentational skills and organisation. Purposeful praise will be evident and focused on the process of learning. Feedback is of such quality that all pupils make rapid and sustained progress.

Good

Written feedback is frequently informative and constructive; with some important focus on the learning objectives. This enables most pupils to understand what they have done well and where these features are present in their work. It also enables most of the pupils to understand the steps they need to take to improve their work and how to do this. The teacher has built in time for the pupil to 'find and fix' and make their improvements or target set appropriately. There is some evidence of 'triple impact marking' taking place which relates to the pupils' own understanding of their learning but is not necessarily linked carefully to the use of 'DIRT'. There is evidence that some pieces are marked against examination assessment criteria and attainment levels are awarded. Most of the time, levels of challenge and expectation are evident from the marking and correspond with the whole Academy target levels. The frequency of marking is in line with our whole Academy policy. Most execution is in line with whole Academy policy and faculty expectations. This would include work being marked for the language for learning, presentational skills and organisation. Purposeful praise will be evident but needs to be more frequent on the process of learning. Feedback is of such quality that most pupils make good progress.

Requires improvement

Written feedback requires improvement because it is not yet good. Written feedback needs to be more informative and constructive and include further focus on learning objectives. Further comments relating to what pupils have done well and where these features are presented in their work needs to be undertaken. There is not sufficient evidence that pupils understand the steps they need to take to improve their work and common mistakes are repeated. The teacher must build in further opportunity for the pupil to 'find and fix' and make their improvements. Target setting is not yet consistent or appropriate for the pupils. There is not enough evidence of marking against examination assessment criteria and attainment levels are not regularly awarded. There is not enough evidence of 'triple impact marking' or use of 'DIRT'. Levels of challenge and expectation from the marking do not yet correspond with whole Academy target levels. The frequency of marking is not yet in line with our whole Academy policy. Execution is not yet in line with whole Academy policy and faculty expectations. Work has not been marked thoroughly enough for the language for learning, presentational skills and organisation. Purposeful praise is not often evident and or does not praise the process of learning. Feedback is of such quality that pupils do not make adequate progress.

Written feedback is inadequate

Shows significant lapses in following Cedars Academy policy.