



HALEWOOD  
ACADEMY

# FEEDBACK FOR LEARNING POLICY

2020-21



**Version Number:** 1

**Ratified by Local Governing Body:** Feb /Mar 2021 G. Tubey

**Next Review Due:** Feb/Mar 2022

**School Link:** Miss J Hayden



WADE DEACON  
TRUST

Blue highlighted sections reflect current COVID guidance.

This addendum is designed to allow staff at Halewood Academy to safely provide effective feedback in line with the government guidance for re-opening schools in September 2020. Its purpose is also to continue to “reduce workload and eliminate unnecessary tasks from the daily lives of teachers” in these challenging times. It is important to remember our principles of feedback at Halewood Academy (see below) but that also, “Feedback should be more work for the recipient than the donor” (D William, 2005) and this should be viewed as an ideal opportunity to put this into practice.

## **AIMS AND RATIONALE:**

The aim of this feedback policy is to ensure the consistency and quality of feedback to students so they are supported to make the best possible progress over time. We aim to do this through effective teaching, class work, assessment, feedback, response and dialogue.

Marking and work scrutiny will form part of the evidence for effective teaching and learning over time. Consistently high quality marking and constructive feedback from teachers will ensure that students are supported to make rapid gains.

The feedback policy should be consistently applied. The aims of our feedback policy are to:

- Support teachers to improve student learning
- Inform planning and progress
- Engage students in a learning dialogue
- Raise the standards of teaching and therefore attainment and progress of all students
- To employ a range of strategies that include live marking (see strategies for live marking), self-assessment, as well as some teacher assessment which could be formal data points or regular low stakes testing / checks.
- Support the Academy’s literacy policy
- Support the Academy’s numeracy policy
- Celebrate success when appropriate
- Inform the School’s CPD and appraisal systems where appropriate
- Staff should sanitise hands before and after marking a formal piece of classwork / homework/or taking work home (as in Risk Assessment)

## **VERBAL FEEDBACK**

A lot of the time we spend with students during a lesson is noticing misconceptions in their work or helping those who have not fully understood what they needed to do. Therefore, we need to ensure that explanations are clear from the very beginning in order to spend a lot less time doing this.

Often, we have to go over to a student because they have forgotten elements of an instruction, especially as they move from one task to another. It will help if they have clear written instructions of what they need to do that also include things like probable mistakes and common misconceptions. Maybe sentence starters, key vocabulary and hints. These can be presented on the PPT to reduce photocopying.

Students can bring their book to the front and placed on the table for verbal feedback and amend in blue pen. The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge.

If we want to avoid reading over their shoulders (where reasonably practical) or talking to them one-to-one during a lesson (methods of quickly establishing understanding) we will move to quizzes using platforms like Microsoft Teams and other remote learning platforms.

## **FEEDBACK TO STUDENTS :**

All KS4 books should be marked twice every half term. All KS3 books should also be marked twice per half term, unless you have them fewer than 4 times per fortnight. When an assessment cycle occurs, this will count as one of your marking frequencies.

All green zone work must be marked; this can be teacher, self or peer marked. P2S feedback will be displayed in classbooks.

## **STUDENT RESPONSE :**

Teacher feedback should help student's focus on areas that need to be improved. At KS4, feedback should also reflect exam assessment criteria (where applicable) and if possible, be graded and reflect a GCSE grade.

It is vital that students are given the time to reflect and respond in order to improve their work and therefore make better progress. Student responses (SR) should be addressed the next appropriate lesson. Sufficient time should be allocated in lessons, to allow opportunity for pupils to redraft and rewrite answers.

## USE OF COLOURED PENS:

All students will write in black ink

Greenzone tasks will be completed in green ink unless task is printed on green paper.

Student response will be completed in blue ink this includes self and peer assessment.

Staff feedback to students will be completed in purple ink.

## HOMEWORK FREQUENCY:

Key stage 3	Key stage 4
Fortnightly	Weekly

- Homework should be clearly labelled and dated.
- ITT students can mark work but the supervising teacher must oversee this marking and ultimately holds responsibility for the quality of marking.
- Where necessary, spelling corrections are required, a maximum of three spellings per page will be highlighted in line with School's marking for literacy code, with subject-specific vocabulary taking priority.
- Where individual targets are set in order to help students make progress; these should be supported by clear examples of how to improve. These examples should be clearly chunked instructions, using student-friendly language e.g. re-write the last paragraph of your conclusion using the connectives 'therefore and nevertheless' and use numbers from your data to support your conclusion.
- Students will be rewarded for excellent work and positive progress where appropriate.
- Self and peer assessment should be evidenced in books.

## STUDENT RESPONSE:


The teacher feedback on each student response form should help a student focus on areas that need to be improved.

The teacher's feedback should reflect exam board/assessment criteria and expectations and be given a mark.

It is vital that students are given the time to reflect and respond in order to improve their work and therefore make better progress. Student responses should be addressed at the next appropriate lesson. Student response will be allocated time in lessons allowing opportunity for pupils to redraft and rewrite answers after this episode of deep marking. The work of all students will be made available during formal lesson observations to help provide evidence of progress over time.

Line managers should provide feedback to individual staff and departmental feedback should be provided openly to the whole department. This should also be embedded in performance management interim review evidence and be triangulated to any staff CPD needs.

### LITERACY MARKING CODES

Marking Codes	Meaning
Sp 	You have made a spelling mistake. If your teacher put this symbol next to a word, then you should use a dictionary to find out how it should look and then correct the spelling by writing it out correctly at the side of the original mistake.
C	A capital letter is needed. The name of a person, place and start of a sentence or when you are writing about yourself. 'Liverpool' 'Samantha' 'Spain' 'We carried out the experiment' 'I am fifteen years old'. If you see this symbol – correct it on your work.
//	Paragraph break. You need to break your writing into separate paragraphs to show separate ideas.
P	Missing punctuation. You may need to add brackets [ ] a comma, semi colon; colon: exclamation mark! Question mark? Full stop. "Speech marks" or ellipsis...
G	Grammatical error. You may need to check your work for errors in your grammar. Check things like 'I was' not 'I were' and 'We were' not 'we was'. Ask your teacher for help if you are unsure.

## **PRESENTATION POLICY**

### **What teachers expect from you:**

1. The front of your book or folder is to have forename, surname, teacher's name and subject.
2. Classwork is to be dated and the title will be written at the start of every lesson.
3. Your titles will be underlined with a pencil and ruler.
4. Students will write the learning objective into their books.
5. You are expected to proof read all written work before you hand it in.
6. You should show pride in every piece of work, make sure it is completed and presented to the best of your ability.
7. This includes taking care with your handwriting.
8. Your homework should have 'homework' written as a title and underlined with a pencil and ruler.
9. Glue worksheets into your book the lesson that they are given to you.
10. Cross out any mistakes with a single line using a pencil and ruler.
11. Not to graffiti or have unnecessary drawings anywhere in your book, including the cover.
12. Complete all student responses the lesson after your book has been marked.
13. Correct any spelling mistakes that your teacher has highlighted with 'Sp'. Make sure you also correct any punctuation and/or grammar mistakes.
14. This an opportunity for your student response and means you must read it and show progress in your response.
15. Excellent work, effort and commitment will be rewarded.

If work does not meet these expectations, students will be asked to complete it again in a resolution meeting with his/her class teacher.

### **Teachers will:**

1. Mark books according to the policy.
2. Literacy, numeracy and subject misconceptions will be addressed verbally or in written form.
3. Give constructive feedback, which will support progression.

## **QUALITY ASSURANCE:**

- Senior leaders and Subject leaders will regularly monitor the work in students' books to check the quality of education and the feedback that is being provided by the department/key stage.
- The scrutiny of marking and feedback will be carried out once per half term by senior leaders and subject leaders. This will be in liaison with their senior links who will report to on the standard and quality of marking and feedback within their link departments. Book looks are calendared and will take place 6 times in an academic year.
- Any work that is not in line in with the marking policy must be addressed immediately with clear support, deadlines and expectations given for when this will need to be addressed.

## **STUDENT VOICE:**

- Once a fortnight, senior leaders will meet with a group of students and talk to them about their experiences across all subjects.