



# Walkwood

Church of England  Middle School

## Feedback Policy

Governing Body Committee responsible:	Teaching, Learning and Curriculum		
Approval granted:	3 October 2022	Review date:	Autumn Term 2025

“Teach the wise, and they will become wiser. Instruct those who live right, and they will gain more knowledge.”

*Proverbs 9: 9*

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

*Valuing All God’s Children, Church of England, 2014*

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

*SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012*



## Rationale

### Intent

The aim of this policy is to establish clear and direct guidance for staff related to assessment and feedback on pupils' work in exercise books and folders.

Live and verbal feedback is our predominant means of providing commentary to pupils regarding positive aspects of their work and further aspects to develop. This is crucial to ensuring that all pupils, without discrimination, make optimum, swift progress and achieve as highly as possible.

### The principles of feedback

**Meaningful:** live, verbal feedback imparted by the teacher to pupil enables clear, concise messages, delivered swiftly.

**Manageable:** live, verbal feedback is much less onerous for teaching staff in comparison to written comments. It is also comparatively easier for pupils to understand than reading lengthy teacher comments.

**Motivating:** teacher/pupil rapport is essential in ensuring pupils feel motivated, secure and able to achieve. Verbal feedback supports this in a way that written feedback cannot.

### Aims

- 1) To inform the pupil of what they have done well, ensure they feel valued and understand what they need to do to improve.
- 2) To recognise, encourage and reward both effort and achievement.
- 3) To support teachers' assessment knowledge of each pupil as part of thorough assessment for learning, in order to plan and refine next steps in learning.
- 4) To ensure consistent processes across the school to teach pupils to respond to stamped feedback, self-assessing and evaluating their own learning, as well as peer assessing.
- 5) To give pupils the opportunity for reflection– enabling children to think, talk, question, evaluate and respond to feedback when needed.
- 6) To create opportunities for peer and self-assessment, fostering a culture of independent thinking and learning.
- 7) To motivate children to produce their highest standard of work across all curriculum areas.
- 8) To ensure workload is manageable for teaching staff.
- 9) To inform teachers of next developmental steps for the pupil as part of effective formative assessment.

“How do we know that active learning and feedback have the greatest effect on pupil achievement? Professor John Hattie has synthesised over half a million of the most effective research studies on teaching methods, and the other variables that affect achievement. This is the biggest and most authoritative review of classroom-based educational research ever undertaken. He concludes that the factors that make pupils learn best are pupil activity towards a challenging goal, and informative feedback on this activity.”

Geoff Petty



This mirrors the findings of Paul Black and Dylan Williams: feedback is a core component of assessment for learning; assessment for learning is a core component of personalised learning.

## Implementation

We expect our teaching staff to be immersive within the lesson and to assess learning of all pupils throughout.

Recorded with use of a simple, solitary stamp, the teacher holds a dialogue with each pupil in their class – on a regular basis. The pupil will respond to this dialogue by noting, in pencil, one aspect as a strength and one aspect to develop.

The questioning of a teacher is key in drawing the pupil into their ‘next steps’ for learning, and the use of the Bloom’s Taxonomy questions allows these to be suitably differentiated.

Where spelling errors occur, three incorrect words are highlighted. These words should be practised up to a maximum of five times either at the end in the margin or at the end of the piece of work. Teachers are to identify incorrect spelling and grammar where appropriate.

## Presentation of work

High standards of presentation serve the following purposes:

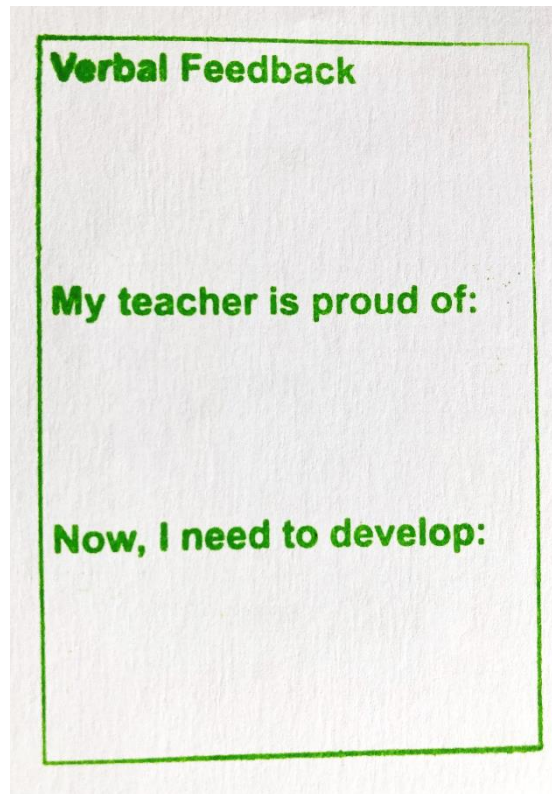
- To ensure children to take pride in their work
- To ensure legibility of work for the audience

Written work should be set out in a standard format across the school:

- The date should be written in full, beginning at the right hand side of the page on the first available line (except Mathematics where the numerical date will be used).
- The title/learning objective should be written on the next line, starting on the left hand side of the page and underlined with a ruler by all pupils in Key Stages 2 and 3.
- All children to write in **blue handwriting pen** across all subjects apart from Mathematics, in which pencil can be used if needed. Drawings and diagrams should be completed in pencil in all subjects.
- Indenting the first line of each paragraph will also be used.
- Erasers are not to be used except in drawing. Mistakes will be shown by the use of one line drawn diagonally through the word, number or symbol, and the correction written next to, or above, the mistake i.e. ~~color~~ colour. No tippex or pen erasers to be used within work.

## Verbal Feedback

Verbal feedback to be imparted by the teacher to the pupil on a regular basis, to evidence that a conversation about learning has taken place between teacher and child; the child then notes down in pencil what they have gleaned from the verbal advice of their teacher, alongside the stamp in their book.

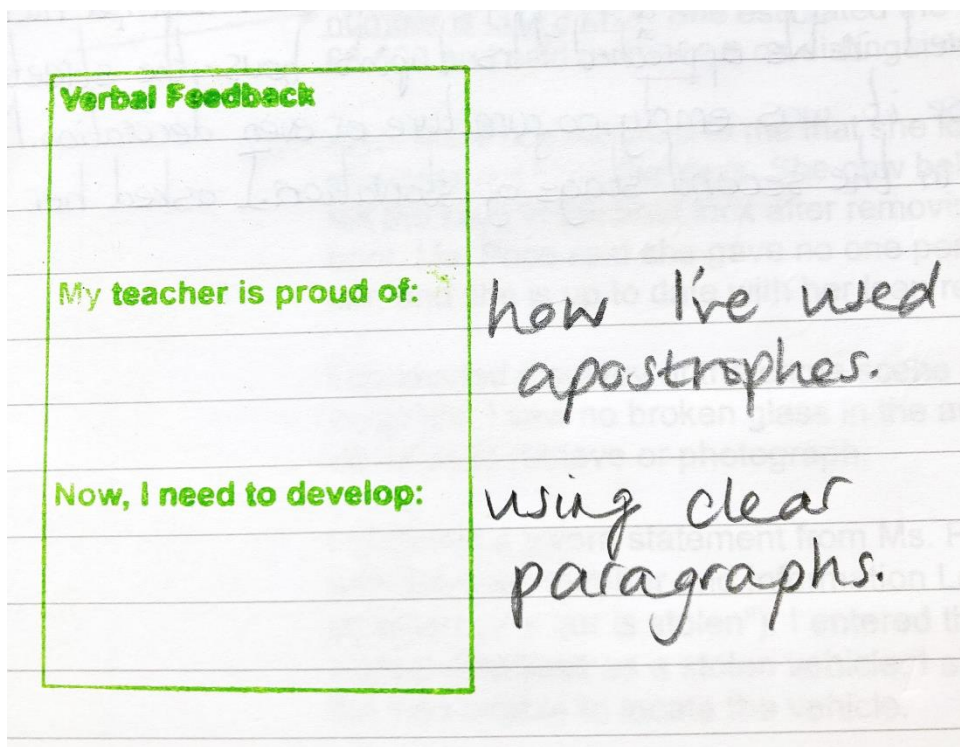


**Verbal Feedback**

**My teacher is proud of:**

**Now, I need to develop:**

The pupil will respond alongside the stamp, in pencil:



**Verbal Feedback**

**My teacher is proud of:** how I've used apostrophes.

**Now, I need to develop:** using clear paragraphs.



Use of **peer and self- assessment** is important to encourage independent learning and self- manager superhero skills. Assessment for Learning can take many forms from two stars and wish to being given a criteria and make a judgement. A range of Assessment for Learning activities to be used within lessons and there are examples within the ‘teaching and learning folder’.

Frequency of stamp usage, per department:

Department	KS2	KS3
English / maths	Once per week	Once per fortnight
SSE/ Science/ Humanities	Once per fortnight	Once per fortnight
French / Art / Drama / Technology/ Music	Once per month	Once per month
PE / Computing	N/A	N/A

All assessment pieces will be marked in depth and appropriately for the department; where clarification is needed, this will be provided by the Head of Department.

## Spelling, punctuation and grammar aspects

Up to three spellings should be corrected during the verbal feedback discussion; teacher will identify this and write SP in the margin.

Up to three incorrect capital letters will be identified; teacher will identify this and write C in the margin.

Up to three aspects of incorrect punctuation will be identified; teacher will identify this and write P in the margin.

## Extended writing tasks in English and across the curriculum

For extended writing tasks (a piece which essentially deemed a longer piece of writing and which would typically consist of at least two paragraphs although generally would be several paragraphs in length), teachers are to code using the established codes within the department to identify a grammatical error. The codes are as follows:

G	Grammar error
C	Capital letter (missing or incorrect use)
SP	Spelling error
T	Tense used incorrectly
WC	Word choice
COH	Cohesion needed
REP	Repetition (avoid)
//	New paragraph needed
↑	Missing word

Coding will only be used on the first draft of writing and only for a maximum of one half a page so as not to be demotivational for the pupil. Pupils will ensure they address each identified error by making their amendment within the sentence and ticking the code in the margin.



This process will apply to all extended writing across the curriculum. The verbal feedback stamp can still be used for draft or final pieces of written work.

After February half term, draft pieces will no longer be coded and only the verbal feedback stamp will be used, as by this point in the year pupils will be independent and experienced with how their errors in longer writing may appear. This also means that pupils can re-write first drafts as evidence for independent writing, for moderation purposes, as teachers will not have been overly prescriptive in identifying errors.

## Reviewing and Auditing

This will take place in a variety of ways. Heads of department will conduct books scrutiny throughout the year (using appendix 1) and provide feedback to their departmental staff. As part of whole school monitoring, SLT will conduct book scrutiny across all subjects and teaching to assess the progress of students and the presentation of pupil work across the school.

Whole school auditing and external reviews glean evidence which is collated throughout the year to provide SLT and staff with a comprehensive picture of how the school is performing.



# Appendix 1

## Book Scrutiny

Staff member: \_\_\_\_\_ Date: \_\_\_\_\_ Department: \_\_\_\_\_ Number of books: \_\_\_\_\_

Focus				Comments and suggestions for Continuing Professional Development.
1. Clear differentiation uses the system of ABC (Achieve, Build, Challenge), enabling clear and systematic pupil progression.	Little evidence	Some evidence	Much evidence	
2. Teacher comments, via verbal feedback, support and enhance the progression of pupils.	Little evidence	Some evidence	Much evidence	
3. Learning Objectives are clear and progressive, referring to pupils' learning.	Little evidence	Some evidence	Much evidence	
4. High expectations of correct spelling, punctuation and grammar are maintained.	Little evidence	Some evidence	Much evidence	
5. Key vocabulary is explicitly taught and present in pupil work.	Little evidence	Some evidence	Much evidence	
6. High expectations of presentation are maintained.	Little evidence	Some evidence	Much evidence	
7. Purposeful self and peer assessment is embedded.	Little evidence	Some evidence	Much evidence	



8. Superhero skills and Fruits of Faith are referenced within books.	Little evidence	Some evidence	Much evidence	
9. Evidence of pupil reflection in books, in response to teacher verbal feedback.	Little evidence	Some evidence	Much evidence	



