

Feedback at Woldgate School

RATIONALE: The purpose of feedback is to ensure that pupils are clear on their strengths, on how to reach their potential and what they need to do to make further progress in each subject area. The EEF (Education Endowment Foundation) have found that high quality feedback can accelerate pupil progress. Our policy ensures that pupils at Woldgate School are supported to make excellent progress through useful, timely feedback.

Principles

Pupils' work should show that:

- Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones.
- Pupils' work shows that they have developed their knowledge and skills over time. The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.
- Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.
- Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.

The school's feedback policy is consistent with DfE's approach in that it should be:

1. Meaningful
2. Manageable
3. Motivating

This means that the **sole** purpose of feedback is to **further pupils' progress**. Every pupil in the school should know:

- What they are doing well in each subject
- What they need to do to improve their work in each subject

The policy is linked to each secondary school's approach to assessment. Namely, that one summative assessment takes place every half-term **as a minimum**. All Trust schools have subject-specific assessment maps that outline what summative assessments take place, and when.

Trust definition of feedback

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in pupils' learning.¹

Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

Feedback expectations

The EEF provides clear guidance for what constitutes effective feedback. This includes the following:

1. Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies;
2. Feedback should be given in a timely manner and focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies
3. Teachers should plan for, and provide opportunities for, pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress

What we do not expect to see in books:

- ✓ The indication of when verbal feedback has been given through stamps and / or adding VF work
- ✓ Any written comments in books that do not directly result in pupil progress
- ✓ Acknowledgement marking (i.e. ticks and comments such as *“good notes”*)
- ✓ Comments about the individual such as *“you need to work harder”*
- ✓ Grades on individual piece of work
- ✓ Triple marking

The Trust distinguishes between feedback that happens after formal assessment points and feedback that takes place during the course of all lessons. The processes for each are outlined below.

Examples of feedback at Woldgate School might include:

Whole Class feedback

When teachers assess and mark books, often there are common misconceptions and areas for development. One way in which we effectively feedback on these areas is through whole class verbal feedback.

With this method, teachers read pupils’ work, but do not necessarily write anything in the books. This doesn’t mean that feedback isn’t happening or that the books haven’t been checked.

Teachers might use a grid to record feedback as they read pupils’ work. They make notes of common and individual strengths, targets and misconceptions. They then use this feedback to plan their next lessons with the pupils, to give whole class verbal feedback and to speak to pupils individually.

Because this is a much quicker way of recording feedback, teachers can give pupils their feedback much more quickly- research shows that rapid feedback is more effective.

WAGOLLS: This stands for ‘What a Good One Looks Like.’

Research shows that providing pupils with examples of work helps them have a clearer idea of what they should write/ do/ produce. It is important that pupils see examples of work at and beyond their target level. Teachers at Woldgate School use WAGOLLS in a range of different ways.

Feedback after summative assessments

Summative assessment must take place **at least** once per half-term in all subject areas; feedback should follow all summative assessments. These assessments are formally marked by teachers and pupils should receive written feedback.

Pupil Progress Meetings - At the start of each term departments meet in an extended 'Twilight' session to:

- Review summative assessment
- Read pupil passports (learning plans)
- Moderate pupil work
- Plan response to misconceptions
- Undertake individual meetings with Curriculum Leaders to discuss pupil progress
- Plan 'in class' interventions

The school does not endorse a particular **form** of feedback. The way in which pupils respond to feedback after summative assessments will be decided by individual subjects.

All departments follow the EEF principles above and choose feedback forms that are evidence-informed and ensure that and the approach is consistent within departments.

The list below is intended to offer an indication, rather than forming an exhaustive list:

- Redrafting a whole piece of work
- Redraft a specific section of work
- Redoing something
- Answering a question
- Responding to specific targets
- Editing

Feedback within lessons

Routinely reading, checking monitoring pupils' work connects us to their learning and ensures that misconceptions are addressed before pupils develop faulty schemas.

The key principle established by the Trust is that **live feedback** should take place every lesson. This has been made on the basis that "immediate feedback may be effective as it could prevent misconceptions from forming early on".²

There are other benefits:

- It encourages teachers to give feedback that is diagnostic, closing in on specific areas to improve.
- It allows for a dialogue between teacher and pupil, enabling the teacher to provide immediate feedback and a suggested action there and then that the pupil has to act upon before moving on to the next phase of learning.
- It gives pupils concise, regular feedback, making it easier for them to improve their learning

Pupil response to feedback

Sometimes, teachers will ask pupils to respond in writing to their written feedback. This may be an answer to an additional question, or could be an improvement to make to the work. Sometimes, the target could be something that the teacher would like the pupil to implement next time. Pupils will respond to teacher feedback in purple

What does the research say about feedback?

[Teacher Feedback to Improve Pupil Learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)

[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/Feedback/)