

Feedback Policy



FAIRFIELD
HIGH SCHOOL

Approved by:	Board of Directors	Sept 2024
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Signed by:	Chair of Directors	Sept 2024
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Assistant Head Teacher

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Fairfield High School Feedback Policy

The purpose of this policy is to outline the principles and methods of effective feedback. It is evidence-informed and offers specific strategies staff may like to employ, to support staff in providing effective feedback.

It is based upon the recommendations outlined in the Education Endowment Foundation's Guidance Report: "Teacher Feedback to Improve Pupil Learning".

At Fairfield High School, we do not dictate the frequency or medium of feedback staff should give to students, however, in Appendix A, all subjects have outlined how they implement feedback throughout their curriculum to support students' learning, bearing in mind the principles and methods of effective feedback outlined in this policy.

In terms of consistency across the school, we do set the following whole school expectations:

- A high standard of presentation in written work is a minimum expectation: staff must monitor standards of presentation throughout lessons and when giving feedback on written work.
 - Students must include the long date (numerical, short date in Maths) and title, underlined with a ruler, for each piece of work.
 - Writing should be in blue or black ink.
 - Drawings, diagrams or tables should be drawn in pencil – and with a ruler.
 - Errors or mistakes should have a neat line through the word and the correction written above, e.g. ~~mistake~~.
 - Worksheets should be neatly folded or trimmed and stuck into books.
- All teachers are teachers of literacy, therefore, when giving feedback on written work, staff are expected to identify basic literacy errors, using Fairfield's Literacy Marking Codes (Appendix B)
- Teacher feedback should be recorded in red pen.
- Student feedback – peer or self-feedback – should be recorded in green pen.
- When students are acting on feedback, that work, or task should be recorded in purple pen.
- All feedback, whether verbal or written, should use the format 'What Went Well' (WWW) and 'Even Better If' (EBI).
- Verbal feedback, **if it is not to be acted on immediately**, needs to be briefly recorded by the student as 'Action Points' to refer to in subsequent lessons (a series of short bullet points).
- Staff do not need to evidence verbal feedback using stamps; it is assumed that high quality verbal feedback underpins high quality teaching and learning and is used in all lessons.
- Homework must be acknowledged by staff, or utilised in the lesson to ensure students' efforts are purposeful and valued.

Intent: Principles of Effective Feedback

1. Lays the foundations for effective feedback

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

- a. General principles of high-quality instruction include the following:
 - i. build on students' prior knowledge and experience;
 - ii. avoid overloading students' working memory by breaking down complex material into smaller steps;
 - iii. encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
 - iv. deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
 - v. use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
 - vi. are aware of common misconceptions and prepare strategies to counter them;
 - vii. plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
 - viii. adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all
 - ix. provide students with tools and strategies to plan, monitor, and evaluate their learning.¹

- b. Five essential formative assessment strategies²:
 - i. clarifying, sharing, and understanding learning intentions;
 - ii. eliciting evidence of learning;
 - iii. providing feedback that moves learning forward;
 - iv. activating learners as learning resources for one another;
 - v. activating learners as owners of their own learning.

2. Delivers appropriately timed feedback that focuses on *moving learning forward*.

- a. Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
 - i. The educational research about the timing of feedback is inconclusive³: there is a case to be made for immediate feedback (e.g. verbal feedback during a practical lesson, such as Art or DT), and delayed feedback (e.g. written feedback on an extended piece of writing after a period studying a topic in depth).

¹ EEF, Metacognition and Self-Regulated Learning: Guidance Report

² Fletcher-Wood, H (2018), Responsive Teaching, p.80

³ Shute, V (2008), Focus on Formative Feedback, Review of Educational Research 78 (1), 153–189, p.163; Dann, R (2018), Developing Feedback for Pupil Learning, Teaching, Learning and Assessment in Schools, Routledge, p.38

- b. Feedback should focus on **moving learning forward**, targeting the specific learning gaps that students exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
 - i. High quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how students plan, monitor, and evaluate their work).⁴
 - ii. Feedback that focuses on a pupil’s personal characteristics is less likely to be effective.⁵

3. Plans for how students will receive and use feedback

- a. Careful thought should be given to how students receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can affect feedback’s effectiveness.
 - i. Factors that may influence a pupil’s use of feedback include:
 1. Pupil motivation and desire for feedback;
 2. Self-confidence and self-concept;
 3. Trust in the teacher;
 4. Working memory.
 - ii. Teachers *might* prepare students for feedback in the following ways:
 1. **Discussing the purpose of feedback**
Explain why feedback is given and why it’s useful and important.
 2. **Providing clear, concise and focused feedback**
Less is more.
Frame feedback as a “What Went Well” (WWW) and provide **ONE** “Even Better If” (EBI) so feedback does not ‘overload’ students.
- b. Teachers should also provide opportunities for students to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
 - i. After identifying a learning gap with effective formative assessment, feedback is then offered to close this gap. It is only when students **use or act** upon that feedback, where the learning gap gets closed.⁶
 - ii. Teachers *might* employ some of the following post-feedback activities in the classroom:
 1. **Detective activities**
Use a dot to highlight an error but withhold what the error is; Use a code to highlight an error, but students need to work out where the error is; Any

⁴ Conceptualisation drawn from. Hattie, J and Timperley, H, (2007), The Power of Feedback, Review of Educational Research, 77 (1), 81–112; Fletcher-Wood, H (2018), Responsive Teaching, Routledge, pp.98–102. The review that informs this guidance found that pupils who received feedback that commented on the task and its outcome, and feedback that commented on the task, its outcome and underlying processes and strategy, saw their attainment improve compared to pupils who didn’t receive the feedback. Newman et al (2021, in press), A Systematic Review of Feedback Approaches in the Classroom, EEF

⁵ The review underpinning this guidance only found 1 study that featured feedback about the person, which was also accompanied by feedback at the task, subject process and self regulation levels (VanEvera, 2003). The lack of studies on this type of feedback is likely to be due to the consensus that it is unlikely to be effective. Previous reviews and conceptual models of feedback have questioned the value of feedback about the person: Hattie, J and Timperley, H, (2007), The Power of Feedback, Review of Educational Research, 77 (1), 81–112. Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a metaanalysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254–284.

⁶ Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, p.139–142.

activity where students need to work out where the error is themselves, but with appropriate support.

2. **Class discussion of feedback**

Teachers could use a class discussion to explore, explain, and clarify feedback before students use it in their next activity. Teachers could also use this for whole class feedback.

3. **Offer feedback in the form of a question**

Provide the EBI as a question for students to answer, rather than as an instruction.

4. **Correcting errors and editing work**

Teachers could direct students to specific errors students need to correct OR through whole class feedback, offer a checklist of common errors to guide the class in checking their work and making improvements.

5. **Completing similar problems with feedback in mind**

In practical subjects, feedback can inform future performances to develop a more polished final piece. In other subjects, a teacher could set a different, but similar task that students can apply the feedback provided – as opposed to repeating a previous task.

6. **Redrafting work**

Implementation: Methods of Feedback

At Fairfield High School, our ethos is that the method by which feedback is delivered is less important than ensuring all feedback given to students fulfils the principles outlined at the start of this policy.

In Appendix A, different subjects in the school have outlined how and when written and verbal feedback is given to students, to move their learning forward.

1. Carefully consider how to use purposeful, and time-efficient, written feedback.

- a. For written feedback to be **purposeful and effective**, it must reflect the principles outlined at the start of this policy.
- b. Written feedback can be time-intensive and impact on workload. Therefore, it needs to be carefully considered to ensure it is used judiciously to have maximum impact on students' learning.
- c. Written feedback is important to acknowledge and monitor students' presentation in exercise books; to check and address basic Literacy errors; to allow students to feel their written work is valued, and to provide a form of feedback that students can refer to in future lessons.
- d. Teachers *might* employ some of the following strategies to ensure written feedback is effective and time-efficient:
 - i. **Live marking**

Marking is given during the lesson, rather than afterwards.
It can be given to individual students or modelled to the whole class using a visualiser, for example.
 - ii. **Coded marking / FLASH marking**

In some subjects at Fairfield High School, faculties employ 'FLASH Marking' - a codified form of formative assessment and written feedback.
Literacy codes are employed across the whole school, to identify common literacy errors. See Appendix B.
Coded marking can be useful when tackling common errors made by the class and reduce the need to write the same comments repeatedly. However, it is crucial the codes are clearly shared with students, so they know what they mean.
 - iii. **Written comments**
 - iv. **Sample marking / Whole Class Feedback**

Teachers take in a sample of 5 or 6 books a week and give *brief* written feedback on students' work. Teachers use this sample to inform whole class feedback and future planning to address misconceptions and move learning forward.

2. Carefully consider how to use purposeful verbal feedback.

- a. For verbal feedback to be **purposeful and effective**, it must reflect the principles outlined at the start of this policy.
- b. Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice.

- c. Verbal feedback is not simply an ‘easy’ alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it.
- d. Some perceived advantages of verbal feedback are that the conversational aspect of teacher feedback could support students in using the feedback, whilst also allowing teachers to clarify what students understand. It’s also a more personalised and individual form of feedback, that can help to build a relationship between the student and the teacher.⁷
- e. The use of stamps to “evidence” verbal feedback is unlikely to improve student outcomes.
- f. Teachers *might* employ some of the following strategies to ensure effective verbal feedback:
 - i. **Targeting verbal feedback at the learning intentions**
Using verbal feedback that explicitly uses the language set out in your initial learning intentions and directs students’ attention back towards this could support more structured and focused verbal feedback. E.g. Referring to the shared Success Criteria when giving verbal feedback.
 - ii. **Students summarising verbal feedback as written ‘Action Points’**
Verbal feedback is most effective when utilised at once due to its transitory nature. If students need to refer to the feedback given in a future lesson, they should briefly write down or record their feedback as ‘Action Points’, so they can act on the feedback later.
 - iii. **Verbal feedback using a visualiser, or a model answer**
A teacher may talk through a piece of work, offering verbal feedback on its strengths and areas of development. This is useful to provide a model to students and allow for discussion of these aspects.
 - iv. **Video or audio recording**
For work completed on an online platform, some apps allow teachers to record verbal feedback on students’ work. This can be effective as students have a permanent source to listen to the feedback again and act on it. However, if the feedback given on the online platform needs to be referred to in a lesson *without* access to the recording, students may need to record some brief ‘Action Points’ as outlined above.

⁷ Elliott, V et al (2020), *Feedback in Action: A review of practice in English schools*, Department of Education, University of Oxford, Education Endowment Foundation.

Appendix A

Implementation: Individual Subject Feedback

Subject: KS3 and KS4 English	
Primary methods of feedback used in lessons:	<p>Verbal feedback.</p> <p>Coded, formative feedback through use of FLASH marking codes for peer and self-assessment.</p> <p>Whole class feedback is given after summative assessments, outlining common errors and misconceptions, allowing students to identify and make improvements on their work.</p>
When written feedback is given:	<p>Written feedback is given on a piece of work that links to students' summative assessment for that scheme of learning.</p> <p>Written feedback is given midway through the unit to allow students time to act on feedback <i>prior</i> to the end of unit's summative assessment.</p> <p>After summative assessments, students will receive a grade or level for their work.</p>

Subject: KS3 and KS4 Maths	
Primary methods of feedback used in lessons:	<p>Verbal feedback.</p> <p>Whole class check and demo (students use green pen to peer and self-assess work), personalised feedback recorded by students based on teacher's whole class feedback.</p> <p>"Key Points" recorded by students when shared by the teacher.</p>
When written feedback is given:	<p>Written feedback is given at the end of each unit assessment.</p> <p>Written feedback occasionally given in class books if misconceptions noted, although these are generally discovered and used as an opportunity to share verbally, or on the board, with the rest of the class – especially if this is a common misconception.</p>

Subject: KS3 and KS4 Science	
Primary methods of feedback used in lessons:	<p>Verbal feedback will be given to students as they are working through tasks in class. When appropriate, if this feedback is generic and is likely to be applied in future, it should be recorded in green by the student.</p> <p>Coded feedback using Flash marking will be used by teachers verbally and by students during peer and self-assessment</p> <p>Whole class feedback may be given outlining common errors and misconceptions as tasks are ongoing or completed in class allowing students to identify and make improvements on their work</p>

	Homework and classwork tasks will be either peer or self-assessed against feedback provided which enables students to correct work or to compare their work to models or success criteria. Homework will be acknowledged by the teacher
When written feedback is given:	<p>Written feedback will be given when students have completed an assessment task – 6 per year at appropriate points in the topics - in the form of WWW and EBI using Flash codes or comments for students to read if appropriate, and the work will be graded using the Science assessment ladder.</p> <p>Students will be given the opportunity to act on this feedback using models and whole class feedback provided by the teacher.</p> <p>At KS4:</p> <p>Written feedback will be given <u>at least</u> once a half term in the form of WWW and EBI; tests will be graded using Science topic test grade boundaries.</p> <p>Y10 and Y11 mock exams will be graded in accordance with GCSE mark schemes. Following the return of exam papers, whole class feedback will be given after Y10/Y11 mock exams, where students will record their WWW and EBI in their book; students will be set tasks to complete to address their EBI.</p> <p>Feedback for all assessment tasks will be provided will allow students to correct their work in line with mark schemes</p>

Subject: KS3 and KS4 Drama / BTEC Performing Arts	
Primary methods of feedback used in lessons:	At KS3 and KS4, verbal feedback is given continually - to individual students and to groups, during rehearsals and after performances, throughout every lesson.
When written feedback is given:	<p>At KS3, a summative written comment is given in feedback booklets, at the end of a unit after an assessed piece.</p> <p>At KS4, written comments are given periodically on written work, where permitted by the exam board requirements of low/high control assessments.</p>

Subject: KS3 and KS4 PE / BTEC Sport	
Primary methods of feedback used in lessons:	At KS3 and KS4, verbal feedback is given continually - to individual students and to groups - every lesson.
When written feedback is given:	At KS4, written comments are given periodically on written work, where permitted by the exam board requirements of low/high control assessments.

Subject: KS3 and KS4 Languages	
Primary methods of feedback used in lessons:	Verbal feedback given throughout, especially with pronunciation of reading tasks.

	<p>Dictation is now part of the new SOW and as such students will write and self or peer-assess paragraphs for errors regularly in lessons.</p> <p>FLASH marking codes are used for peer and self-assessment.</p> <p>Whole class feedback is given after summative assessments, outlining common errors and misconceptions, allowing students to identify and make improvements on their work.</p> <p>Live marking happens regularly. The teacher will circulate with a red pen identifying common errors in the moment.</p>
When written feedback is given:	<p>Students have end of unit assessments, which will assess their listening, reading, writing, and speaking skills: speaking will be done one-to-one with the teacher and receive written formative feedback.</p> <p>The other three skills will be marked with a mark scheme, and a percentage awarded.</p> <p>Roleplays and presentations are also used for formative assessment.</p> <p>At KS4, students will be producing longer pieces of writing and feedback will use a tenses checklist and writing success criteria, which models examples along with FLASH marking codes, to allow students to make improvements going forward.</p>

Subject: KS3 and KS4 Art, Construction, DT, Food, Music, Textiles

Primary methods of feedback used in lessons:	<p>Verbal feedback.</p> <p>Coded, formative feedback through use of FLASH marking codes for peer and self-assessment.</p>
When written feedback is given:	<p>At KS3, written feedback is given at the end of a project, feeding forward into their next project.</p> <p>At KS4, written feedback is given half-termly and periodically on written work, where permitted by the exam board requirements of low/high control assessments in BTEC qualifications.</p>

Subject: KS3 Computing and KS4 iMedia

Primary methods of feedback used in lessons:	<p>Verbal feedback.</p> <p>After Summative assessments, students are given time to make improvements and focus is on key vocabulary, spelling, and punctuation. DIRT tasks are given to improve understanding and address misconceptions.</p> <p>In some assessments, peer marking and self-reflection (WWW/EBI) is used to highlight areas for improvements and where there was success.</p> <p>At KS4:</p> <p>Whole class feedback is often used to share common misconceptions made by the group, and whole class activities offered to support understanding.</p>
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<p>When written feedback is given:</p>	<p>Written feedback is provided for the summative assessments in their assessment books. Students will be given a level for their work and how to work to a higher level moving forward.</p> <p>I use a marking grid to demonstrate how they reached that level and what is needed to progress, this is highlighted.</p> <p>Summative assessments take place at the end of each term.</p> <p>In some assessments, peer marking and self-reflection (WWW/EBI) is used to highlight areas for improvements and where there was success.</p> <p>At KS4:</p> <p>Written feedback is provided in their books with key areas to improve. Written feedback is also provided for coursework during regular reviews, this is on a checklist and identifies areas to improve.</p> <p>Students are given a grade on their assessments and how to make improvements and given time to make these changes.</p> <p>Focus is on presentation, structure, vocabulary, spelling, and punctuation alongside the key points.</p>
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Subject: KS3 and KS4 Geography and History

<p>Primary methods of feedback used in lessons:</p>	<p>Verbal Feedback – any changes or improvements made based on this feedback is shown in purple pen.</p> <p>Coded FLASH marking is used with classwork and assessments – with colour coded key to demonstrate where Success Criteria has been demonstrated.</p>
<p>When written feedback is given:</p>	<p>Assessment books are used, which will demonstrate half-termly teacher feedback with a WWW and EBI recorded on a piece of work or on an assessment.</p> <p>Students will act on this feedback, as evidenced with purple pen, or through a re-written answer that shows improvement after support and scaffolding in class.</p>

Subject: KS3 and KS4 Ethics

<p>Primary methods of feedback used in lessons:</p>	<p>Verbal Feedback</p> <p>Red pens used by teachers in book picking up literacy as in line with literacy feedback this will be done as they see it during lessons.</p>
<p>When written feedback is given:</p>	<p>Students receive a WWW and EBI focus for literacy in their books, once per half term.</p>

Subject: KS3 and KS4 Animal Care

<p>Primary methods of feedback used in lessons:</p>	<p>At KS3 and KS4, verbal feedback is given continually particularly in practical elements - to individual students and to groups - every lesson.</p>
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	KS4 use coded, FLASH marking and peer assessment in most lessons to review written responses.
When written feedback is given:	KS3 students will receive written feedback on an assessment task for each topic. At KS4, written comments are given periodically on written work, where permitted by the exam board requirements of low/high control assessments.

Appendix B

Literacy Feedback

At Fairfield High School, all staff are committed to enabling every student to attain their highest level of achievement and equipping our students with the key skills needed for the world beyond school. To this end, all staff recognise the importance of students being able to read and write fluently and accurately.

Furthermore, with the introduction of the new GCSE criteria, greater emphasis is being put on the use of grammar and punctuation skills in all subjects. Therefore, it is imperative that all of our students use a range of punctuation accurately and effectively.

To ensure consistency across the school, students have 'Literacy Marking Codes' stickers on the front of their exercise books. Staff will use these codes to mark for spelling, punctuation and grammar errors in students' work.

In longer pieces of written work, staff will only closely mark the first two paragraphs for spelling, punctuation and grammar errors. For students with specific learning needs, such as dyslexia, marking the whole piece could damage their confidence in writing and lead to an unmanageable number of corrections to make. Where possible, we want to support students in a positive way with their writing.

In practice, staff will circle errors with red pen and mark in the margin the code of the error. If there are repeated errors in spelling of key words or high frequency words (words students will use regularly) staff may write the correct spelling of the word in the margin.

When students receive their marked work, they are expected to act on the feedback and correct their errors in purple pen. This includes writing out each spelling error 3 times.

Whole school marking codes:	
FS	Full stop
CL	Capital letter
P	Punctuation
A	Apostrophe
Sp	Spelling mistake
//	Paragraphing
CR	Illegible – can't read- re-do
DMS	Doesn't make sense – re-write