

Feedback Policy

Feedback

Feedback is the timely process of reviewing student work, knowledge or understanding with the purpose of providing them with information to be able to move forward in their learning.

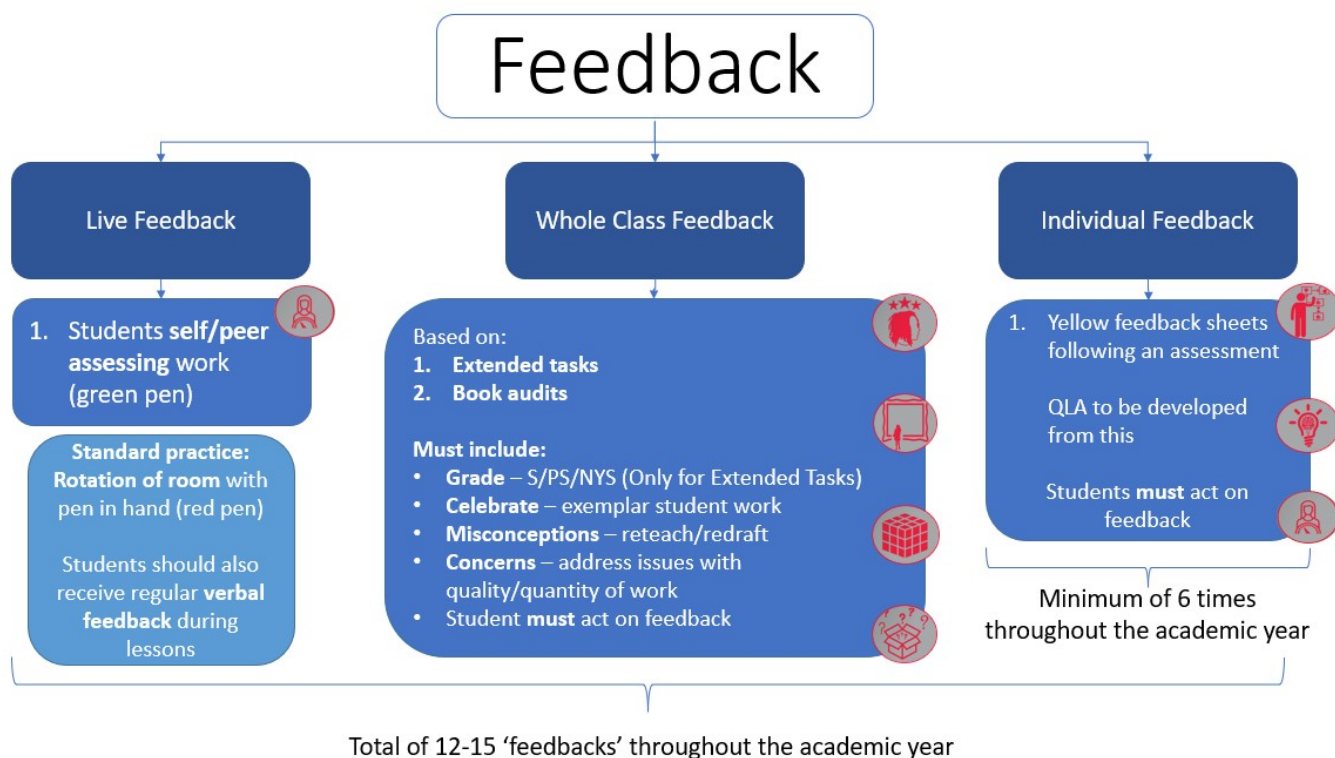
Checking for Scholarly Understanding (CFU) is undertaken with regularity in classrooms and in line with standard Academy practices. This policy will focus on **written feedback**.

Feedback on work produced by students at KEVI HWGA falls into 3 main categories:

- i. Live feedback
- ii. Whole-class feedback
- iii. Individual feedback

Feedback using the above categories will be given 12-15 times over the course of the academic year. A minimum of 50% of feedback (i.e. 6-8) will be individual feedback given to students on the standard 'yellow sheet' pro forma. This will be significant feedback that will allow students to make marked improvement.

Feedback Framework



Every form of feedback given must be able to answer the following questions for students:

1. What is the success criteria that I need to demonstrate evidence of? (Feed up)
2. Where did I go wrong and how might I correct that next time? (Feedback)
3. What specific parts of my work met the assessment criteria and how? (Feedback)
4. How can I further work on this independently and what is next? (Feed forward)

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Live feedback

Self/Peer Assessment can be done using mark schemes that are developed into student friendly **rubrics**. These can be developed with student familiarity where mark schemes should be effectively taught to facilitate effective utilisation of rubrics, developing student self-efficacy.

Students will need to include a 'Feed forward' statement following their self/peer assessment. This can be done using the statements from rubrics used during self/peer assessment or a selection of predetermined, appropriate statements.

Staff should circulate the room during lessons with pen in hand to provide students with written comments in books, during the You Do part of the lesson. These need to be either at task, subject or self-regulation level in order to support students in moving forward.

Whole Class Feedback

Extended tasks should provide an **individual grade (S/PS/NYS)** for students. This can also be expressed in terms of how secure they are in various aspects of their work i.e. **knowledge, understanding and application**. Key elements of feedback should be collected and presented to students during a Whole Class Feedback session. Students need to be able to identify which misconceptions/strengths apply to their own work to act on moving forward; this will be in the form of redrafting elements of their work or re-attempting similar questions for example. Book audits should occur regularly (in line with the QA calendar) to ensure student work is consistently of a high standard, feedback can be offered to highlight any key concerns that may stand out or celebrate exceptional students.

Individual Feedback

Yellow Feedback Sheets should be bespoke with success criteria shared with students prior to the assessment to help them prepare (feed up). If pre-populated statements are highlighted for feedback, then the body of work should be annotated. The **Metacognition** review element can be completed on Microsoft forms for quick analysis by teacher. The teacher should use the responses to lead discussion on how students can move forward. Staff may also choose to give students feedback directly on TEAMS by annotating comments on documents and feedback through TEAMS assignments.

Feedback Profile

Departments take **ownership** of the **feedback framework** and structure a **feedback profile** over the course of the year to suit their curricula and optimal student progress. The feedback profile will **align** directly to the **department assessment calendar**, i.e. to include dates, format of feedback expected and links to feedback templates. More feedback can of course be given, if required. Feedback should also align with the Arbor assessment calendar and feed into data submission processes.

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Subject Knowledge Checks (SKCs) and **Subject Knowledge and Application Checks (SKACs)** will occur annually to assess students' ability to recall and apply cumulative knowledge. These assessments will be set on an online platform, based on each department's preference, and feedback from these assessments will be individual, providing percentage scores. The SKC and SKAC should provide students with an opportunity to identify their strengths, in terms of knowledge and application, as well as helping them to identify gaps in their knowledge that they need to address.

Feedback/Feed Forward and Metacognition

For our students to be able to **embrace HPL** at every level there is a need to support them in being cognitive about their **thinking** and **actions following feedback**. To this effect, students will be able to reflect on the stage of the focus **advanced cognitive performance (ACP)** characteristic for a particular assessment.

Explicit teaching of metacognitive strategies through preparation for assessments and revision methods prior to assessments need to be structurally shared with students, using HPL progression grids customised to be subject and task specific.

Following assessments, students will complete a **metacognition review** to emphasise the 'plan, monitor and evaluate' process. This should be facilitated by a teacher-led discussion once the responses are audited to support students in moving forward.

Monitoring and Evaluation

Teachers should ensure all students are engaging with feedback through rotation of the room and book audits. Monitoring and Evaluation of feedback will be done routinely as part of the Quality Assurance (QA) calendar undertaken by Heads of Department and will be reviewed as part of annual Curriculum Review cycles.

Appendices

A – Example Rubric

B – Feedback Sheet Template

C - Example Feedback Sheet

D – Whole Class Feedback Template

E – Whole class feedback example

F – Student Metacognition Review

G – Example Feedback Profile

H: SPAG Codes



Feedback Policy

Sp = Spelling P = Punctuation Gr = Grammar C = Capital letter ST = Writing style ^ = Missing word/something's missing _ = Omit word	WW = Wrong word Exp = Expression // = Paragraph ABB – Abbreviation S = Subject V = Verb T = Tenses VF = Verb form