



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Feedback for Learning Policy 2023- 2024

Version Number: 05

Ratified by Local Governing Body: September 2023

Next Review Date: September 2024

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Aspire for Excellence

- This Feedback for Learning policy is underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).
- Feedback is a 'consequence' of performance (Hattie & Timperley, 2007). If we consider this in relation to our core values at The Grange, as well as our mission statement ...to create well-rounded students that are fully prepared for their life beyond The Grange Academy' then feedback has to contribute to this process. Maslow in his hierarchy of needs model, indicated that 'the need for respect or reputation is most important for children and adolescents [as well as] self-actualization needs where one realise[s] personal potential, self-fulfilment, seeks personal growth and [has] ... a desire to become everything one is capable of becoming '(Maslow, 1987).
- This policy also recognises that 'marking' is central to a teacher's role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide students with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning' (M. Myatt 2013). Providing plenty of feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that the student takes.
- At The Grange Academy we will ensure that students get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve.
- We will regularly look at books to uphold a high standard of presentation (see presentation expectations, which is also displayed in classrooms) and to maintain our high expectations for developing literacy across the school; this will be done through the use of our literacy marking codes. We will also read students' work and do 'health checks' to inform future planning.

What does other research say?

Eliminating unnecessary workload around marking - Independent Teacher Workload 2016 Review Group, March 2016

- "determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers".
- "help restore the work-life balance, passion and energy of teachers in this country".
- "marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"

- “help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice”.
- “we recommend that all marking should be meaningful, manageable and motivating”.

In summary

- Feedback should only be used to promote learning (Feed up, Feedback and Feed forward (Hattie & Timperley 2007)).
- Written feedback is useful but there are many other forms of feedback which can be more effective.
- “Feedback should be more work for the recipient than the donor” (D William, 2005)
- It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to traditional marked work.
- But this does not mean you will not look at students’ books. Immediate, fast and effectively planned feedback activities should result in you being able to review more work, more often, in a timelier way.
- Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning.

Principles of feedback at The Grange Academy

- To deepen learning and allow students to make good progress
- To be rapid and immediate within lessons wherever possible.
- To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment which could be formal data points or regular low stakes testing / checks. This is to ensure feedback is always effective in developing student learning (see below for examples)
- Written feedback allows students to receive detailed, personalised feedback which includes a strength and target/s for further development. In addition to this, written feedback is employed when necessary and meaningful, as part of live marking during learning.
- Teachers regularly look at students’ books to help ‘feedforward’ and plan effectively for lessons.
- Time is built in to develop student reflection through effective use of self and peer assessment.

What does feedback look like at The Grange Academy?

Feedback will be specific to the subject and specific task the students have carried out. The type of feedback should be decided upon by teachers within each department and chosen on the basis of maximising learning.

Live marking

- Immediate marking of the work by the teacher. **Students act immediately** on this during in-class feedback.
- Teacher giving verbal feedback during lessons to small group, whole class or individuals. **Students act upon this feedback.**
- Consistent high-quality learning dialogue between teacher and student during the lesson. **Students act upon this feedback in blue pen.**
- The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class. **Students act upon this feedback in blue pen.**

Self-assessment – (SA)

We will need to have a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers

- Whenever possible, the teacher provides students with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.
- Students consider their current learning against a WAGOLL and then improve their piece of work **in blue pen.**

Other strategies that could be employed:

- Colour coded Success Criteria: Students underline/shade their own work when they have met the success criteria which allows them to see what they have included/omitted in their work.
- Providing students with a mark scheme from the exam board (secondary specific).
- Provide students with a list of errors typical of those made by the group; this could be a connect activity. Share and ask students to pick out what is wrong and then re-draft correctly.

Peer assessment – (PA)

Student marker/Lead learner: The teacher could ask a student, in order to strengthen their understanding, to go around the classroom marking other students' work. Students can be rotated with answers so that one is not singled out as being more able.

Other strategies that could be employed:

- Sharing good examples of students' work at appropriate points in the lesson to allow students to reflect on their own work and share ideas for improvement.

- Photocopy five examples of work, students to peer assess on the photocopied examples, then use what they have learnt from this activity to go back and improve their own piece of work.

Teacher marking

- Teacher uses literacy codes to provide feedback on corrections/actions which need to be addressed next lesson.
- Use of written feedback on selected work or MAPs for students to act on. A positive comment should be made which relates to the learning objective, for example, a strength, a star or a grade. A target where the success criteria has not been met, for instance and a suggestion or a question to allow opportunity for further progress. See below for further information on Acceleration.

Other strategies that could be employed:

- Make a list of errors typical of those made by the group; this could be a connect activity. Share and ask students to pick out what is wrong and then re-draft correctly.
- Prepared stickers/sheets which offer insightful feedback suitable for the individual to act upon.
- Books are reviewed between lessons and differentiated feedback offered through whole class feedback, post it notes, codes, mini master classes.
- Students' work is annotated with follow on activities, extension questions, which either consolidate learning or probe for a deeper understanding.

Teacher Guidance for effective Blue Pen Reflection

- **Keep it focused.** If you simply hand back work to students and tell them to improve it all, then the response will invariably be less than successful! They need specific support and to avoid overloading students we need to focus in upon specific improvements to their work.
- **Model and scaffold.** Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work.
- **Blue Pen Reflection** time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

Acceleration:

We are not looking for perfection and we want students to learn by their errors. Encourage the process of Acceleration: **making additions, redrafting, improving and correcting are excellent examples of AfL.** The perfectly presented book with no additions, redrafting,

improving or corrections may be an indication that the work is not challenging enough or there are no AfL opportunities. **Acceleration is something we want to see on day-to day work as well as MAPs.**

Marking for Literacy Using Whole School Codes

- We are committed to the development of student’s literacy across all subject/key stages. Below is a list of literacy marking symbols. Teachers should utilise literacy codes when and where necessary within the work. This could be done when looking through books or through live feedback/markings. Books must be checked and marking codes employed where needed at the minimum every week at Primary; two weeks for secondary core subjects and KS4 options and every four weeks for all other subjects.
- From Key Stage 2 onwards, when marking for Literacy, **all staff** should use the whole-school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom.

Code:	Explanation
Sp (with word underlined)	Try this spelling again, or write out 3 times (where appropriate)
o	Missing punctuation
//	Begin a new paragraph
Exp/?	Awkward expression/meaning unclear
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	Capital letter should have been used
✓ ✓	Indicates excellent section of work or a particularly well chosen word or phrase
^	word missing/insert word or letter
G	Incorrect use of grammar

- Teachers should also focus on subject specific errors to encourage knowledge of key vocabulary. Break words down for deeper understanding.
- Marking for incorrect writing structures should be evident.
- Ask students to go back and identify their own errors.
- Highlight or segment spellings particularly if consistently incorrect.
- Ask questions related to what is incorrect in the piece of work.

Standards and Expectations of Presentation

External appearance of the book/portfolio/folder:

All books must have the following clearly stated:

- Student name
 - Subject
 - Teacher
 - Class
 - Target
 - Current working grade
- } Secondary only

There should be no other form of writing or drawing on the cover of the book (except if departments have their own book covers designed).

If students have two teachers the subject leader will decide upon whether it is appropriate to share the book or to have two books. There must be evidence of the work from all members of staff. If the book is shared, both teachers' names should be clear on the front of the book.

Internal layout:

- All written work should begin with DUMTUMLO (Date, Underline, Miss a Line, Title, Underline, Miss a Line, Lesson objective).
- The date, title and any side title should be underlined using a ruler.
- Handwriting should be neat and legible.
- All written work should be completed in **black pen**; in Primary, students will use **pencil** whilst they develop fluency and speed and will progress to black pen when their writing is neat and legible or when it is felt that this would help support progress.
- Teachers should **feedback in green** and student reflection should be **completed in blue pen**. If appropriate to student progress, Teaching Assistants should **mark in purple pen**.
- Only use a pencil for illustrations, tables, pictures and diagrams.
- All crossing should be done with a single ruled line.

- Worksheets and assessments must be glued in flat into exercise books neatly and in chronological order where possible. Sheets should be, ideally where possible trimmed to fit the books.
- If a piece of work is homework, it should be labelled as such.
- There should be no doodling/drawing/scribble anywhere in the books.

Leadership Monitoring & Quality Assurance

- Leaders will 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, (as indicated on the school calendar), by middle leaders using the RAG template (see below) which will also need to be completed on Blue Sky. This will be in liaison with their Senior links who will report to the Principal and Associate Principals on the standard and quality of marking and feedback within their link faculties.
- There will be a designated subject focus each week, where the T&L Lead/SLT link will work with subject leaders/curriculum champions to conduct learning walks, book looks and student voice.
- The Senior Leadership team will conduct a book scrutiny (to be completed on Blue Sky) once per half term as indicated on the school calendar.
- Any work that is not in line with the Feedback for Learning policy must be addressed immediately with clear support, deadlines and expectations given for when this will need to be addressed.
- If this is not addressed or improvements are not seen, a plan should be in place to support the member of staff.

Student voice

- At least once a fortnight, leaders will meet with a group of students (either in groups or 1:1) to talk to them about their experiences in their subjects.
- In Primary a range of students, (either in groups or 1:1) will be interviewed each half term by SLT or Curriculum Champions to gather their views.
- Students will be expected to bring their books along so that they can talk through their experiences, the progress they are making and how the quality of feedback supports learning.

Work scrutiny/Book looks

When reviewing books, use the following descriptors. This document is also relevant for reviewing subjects that do not use exercise books. All evidence to be uploaded onto Blue Sky.

1. Is the Feedback for Learning Policy adhered to?

- DUMTUMLO is evident
- Learning objectives are challenging and include key vocabulary.
- Feedback is strategic, purposeful and enables students to make progress.
- Evidence that health checks have taken place.
- Evidence of praise, strengths and targets.
- All identified SEND needs have been catered for (consider support plans here).

2. How is knowledge acquired and secured?

- Compare books from several classes. Is the core knowledge secured across them all?
- Compare the book to the department's/key stage's curriculum plan to ensure it is adhered to.
- The core knowledge is clearly signposted in the students' books. The acquisition of this is then seen throughout the students' work.

3. How are the students assessed?

- Ensure the sequence of core knowledge is followed by appropriate assessment.
- The assessed work contains clear and detailed feedback from the class teacher.
- All assessed work contains strengths/grades/descriptors and targets which can be implemented by the students.
- The student uses the strengths and targets to produce effective and detailed acceleration that shows progress from the original assessment.

4. How is adaptive teaching demonstrated?

- Where core knowledge is not secure, there is evidence of planning for this to ensure that it becomes secure.
- 'Teaching to the top' with scaffolding to support is evident in students' work.

- Intervention is evident and strategic comments are used to support pupils in achieving their targets. A change in the students' work can be seen following such an intervention.

5. Does everything triangulate?

- The implementation and sequencing of the curriculum leads to progress in the students' work and attainment.
- Can the students articulate the sequencing of the curriculum and identify links between units within it and also across the whole school curriculum?
- Use the department's/key stage's curriculum journey document to ensure that the sequencing and implementation of the curriculum can be seen in the students' work.

Optional proforma to be used during the book look. This does not replace the evidence that needs to be documented on the Blue Sky template – 'Book Looks'.

Strand	Strengths	Areas for Development	RAG
1. Is the Feedback for Learning Policy adhered to?			
2. How is knowledge acquired and secured?			

3. How are the students assessed?			
4. How is adaptive teaching demonstrated?			
5. Does everything triangulate?			

Policy Review

This policy will be reviewed annually. Changes will be made to ensure that this policy reflects best practice and is up to date.