





Respect – Commitment – Success
Parch – Ymrywmiaid – Llwyddiant

FEEDBACK POLICY

Document Version Control

Document	<i>Feedback Policy</i>
Reference	<i>2023NSP/Feedback Policy</i>
Associated Policies and Documents	<ul style="list-style-type: none"> • <i>Teaching & Learning Policy</i> • <i>Cross curricular responsibilities Policy</i> • <i>Curriculum for Wales: Summary of Legislation</i> • <i>Curriculum for Wales: Pedagogical Principles</i>
Author	<i>Stacey Thomas</i>
Reviewer	<i>Andrew Williams (Headteacher)</i>
Consultation	<i>Development Committee of the Governing Body</i>
Approval	<i>Full Governing Body</i>
Date of approval	<i>September 2023</i>
Date of review	<i>September 2024</i>
Date of publication	<i>September 2023</i>
Chair of Governors	
Headteacher	

Equality Impact Assessment

Name of Policy or Procedure	Feedback Policy
Date of review/approval	September 2023
Those involved in the assessment	Resources Committee of the Governing Body
Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)	<p>The policy sets out the expectations upon teaching staff across the curriculum regarding the cross curricular teaching responsibilities of literacy, numeracy, digital skills, and Welshness, as well as wider general skills. The policy does not differentiate by reference to these characteristics:</p> <ul style="list-style-type: none"> • Gender/sex; • Sexual orientation; • Religion/belief; • Age; • Gender reassignment; • Pregnancy/maternity; • Marital status.
Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic	
How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics	
Recommended changes to mitigate against potential negative differential impacts	

The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.

1. Introduction

- 1.1 At Radyr Comprehensive School we believe that high quality, inspirational and innovative learning and teaching will allow every pupil, regardless of background or ability, to reach their potential. We believe that excellent teaching is at the heart of Curriculum for Wales and that excellent teaching, [embracing the 12 pedagogical principles](#) (one of which is employing assessment for learning principles), is the best way of ensuring pupils achieve the four purposes.
- 1.2 Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable progression of learning. The purpose is to support the progression of each individual learner in relation to the 3-16 continuum and beyond. It is an ongoing process and should be indistinguishable from teaching and learning. It is at the heart of the Curriculum for Wales and reflected in the mandatory [principles of progression](#). It is at the heart of every lesson and serves the purpose of valuing students' learning and promoting student agency. Effective assessment and feedback will allow students to direct themselves towards their learning goals. It should focus, motivate and challenge students; students' response to feedback should allow them to demonstrate progression in their learning. [Research has shown](#) that quality feedback is one of the most important factors in progression of learning.

2. Types of assessment and feedback

- 2.1 There are essentially two types of feedback given to students arising out of assessment:
- a) Summative (assessment OF learning) consisting of statements about what the student has achieved;
 - b) Formative (assessment FOR learning) consisting of advice to the student about how to make progress to a higher level of attainment.
- 2.2 When providing feedback, teachers will use a combination of formative and summative statement, especially in reporting to parents/carers.

3. Assessment for Learning

- 3.1 Assessment for learning is a key tool in identifying the learning needs of students. It helps students to know where they are in their learning and how to improve, and enables teachers to plan lessons and differentiate content that will maximise learning progression.
- 3.2 Assessment for learning helps to:
- identify what a student already knows and how to build on it;
 - enable teachers to plan challenging and effective lessons;
 - set high expectations and aspirations; and

- develop student agency and ownership of learning and progress.

4. Providing feedback

4.1 The quality of students' work and understanding is monitored regularly by teachers and students can expect to receive some sort of feedback in each lesson. There are four types of feedback a student can expect:

- a) verbal feedback by the teacher during lessons (after offering a verbal contribution or a teacher assessing written work);
- b) written feedback by the teacher;
- c) self-assessment against a pre-agreed specific success criteria;
- d) peer-assessment against a pre-agreed specific success criteria.

4.2 Written feedback will consist of a formative comment to identify ways to improve the quality of the students' work. The frequency of written feedback will vary from subject to subject and each [departmental feedback policy](#) will reflect the whole school expectations; students should expect to receive constructive differentiated feedback regularly (at least once per half term) which will challenge all according to ability.

4.3 Comments should focus on:

- student achievement of the learning objective, outcomes and success criteria;
- providing information on how the student can improve standards in the subject;
- identifying next steps for learning.

4.4 The school uses the following approach:

- WWW (What Went Well)
- EBI (Even Better If)

4.5 This approach will be taken by students during peer and self-assessment, and by teachers when providing written feedback. For students to be able to clearly identify their teachers' written feedback, it will be written in green ink whereas self and peer written feedback will be written in red. Written feedback may be offered in pupils' exercise books or electronically if work is submitted in that way. It should follow the same approach regardless of means of submission.

4.6 To enable students to "close the gap" between potential and actual performance, teachers should pose a question linked to the EBI comment. This will enable a dialogue to be developed between teacher and student and allow the student to progress in their learning.

e.g. EBI: You need to make sure all ideas about a character are supported by quotations from the extract. **Could you find a quotation from the second paragraph that suggests Mrs Birling is prejudiced towards Eva Smith?**

4.7 Written feedback should be offered as soon as possible after a task (agreed on by the department for consistency) has been completed and students should be given sufficient time to act on written feedback for it to have maximum impact. A DIRT (Dedicated Improvement Reflection Time) lesson/starter should immediately follow teacher assessment of written work. Students should use this time to correct any errors, improve the quality of the work, and respond to the question posed along with the EBI. The question should be answered on sticky note which should then be placed on the main body of the work (or as an electronic comment in the case of work submitted electronically). All work completed during DIRT should be completed in red; this will enable the teacher to identify and assess the corrections/improvements.

5. Presentation Expectations

5.1 There should be high expectations in the presentation of students' work; students should value their work and take pride in it. It should be the best it can be before it is submitted for written feedback. Students should proofread their work using the proofreading checklist ([appendix 1](#)), correct any errors, and sign the work before submitting.

5.2 To ensure consistency across AoLEs and individual subjects, the following guidelines should be followed by students when completing written work in books or files:

- All work should be preceded by the date written in the focus language. This should be on the top right of the page and underlined.
- Gwaith dosbarth should be written on the top left of the page for all work completed in class with the exception of MFL where it will be written in the focus language. This should be underlined.
- The title for the lesson should be written below the date in the centre of the page. This should be underlined.

6. Corrections

6.1 All errors need to be identified but if more than 5, the most important 5 are identified for correction. For students with additional learning difficulties, this could be reduced to 3. The teacher **should not** simply correct the errors – they should be identified with the below marking code and then should be corrected by the student during DIRT. All spelling mistakes identified should be corrected by the student and then added to a spelling log in the back of the students' book or file.

6.2 To ensure consistency, the following codes will be used when identifying errors:

Sp. – spelling mistake (students to write out correctly x 3 and add to spelling log)

P. – punctuation mistake
Cap – capital letter needed or misused
Expr – written expression is clumsy or does not make sense
// - new paragraph needed
^ - word missing
TA – tenses are inconsistent
D.Sp. – direct speech is punctuated incorrectly

7. Quality Assurance

7.1 Work scrutiny exercises will take place as per the school calendar. They will be conducted jointly by members of the senior leadership team and middle level leaders. These exercises will focus closely on the impact of teaching and assessment on pupils' progression and skills.

7.2 Students will be given the opportunity to take part in work scrutiny exercises and discuss their work across the curriculum with members of the QA team. This will inform future practice and feedback.

7.3 Work scrutiny exercises will take place:

- during calendared learning walks which will be conducted by HoFs and members of the Learning and Teaching team;
- during review weeks when the work of specific students will be requested. Students' work will be evaluated at this time by HoFs/HoDs/department TLR holders with the support of allocated DoL/SLT line manager link as requested. Findings will be used to inform future practice ([appendix 2](#));
- after review weeks when the work of specific students will be requested as part of a [learning review](#). Students' work will be evaluated and discussed with pupils at this time by members of the L&T team and will be used to inform future practice ([previous reports can be found here](#));
- during lesson observations during the whole school review;
- during lesson observations as part of the Performance Management cycle.

Appendix 1

Proofreading Checklist

You will need a ruler and a **red** pen.

First: check that your dates and titles/subtitles are underlined.

Then: using your ruler, isolate each line checking for the following things:



Capital letters C!	1. Are lower case and capital letters clear? 2. Do names/place names/ days of the week/ months/ brands start with a capital letter?
Sentence punctuation P!	3. Do sentences start with a capital letter and end in a full stop, question mark or exclamation mark? 4. Are commas used to separate items in a list? 5. If my sentence starts with a subordinate clause, have I used a comma to separate it from the main clause? 6. Are conversations properly punctuated? ("Yes," she said, "all my work is punctuated.")
Spelling SP!	7. Are any words obviously spelt incorrectly? If so, ask a friend/teacher for help or use a dictionary. 8. Check homophones such as: there/their/they're, to/too/two, its/it's, our/are, your/you're, of/have here/hear? 9. Are topic keywords spelt correctly?
Punctuation for clarity P!	10. Are apostrophes in place to show possession or mark contractions (shortened words)? 11. Are quotations used placed inside quotation marks?
Grammar G! Tense!	12. Do your subjects and verbs agree (they <u>are</u> going/she <u>is</u> going)? 13. Have you kept your verb tenses consistent? 14. Is it clear whether every sentence takes place in the past, present or the future?
Paragraphing //	15. Have you used paragraphs? 16. Does each paragraph start with a topic sentence? 17. Are paragraphs linked effectively with connectives?

- Now read each word from the end to the beginning. This will help you to spot spelling mistakes.
- Check it again for meaning. Imagine what it sounds like read aloud. Does it make sense? Is it as clear as it could be?
- Initial the bottom of the page to show it has been proofread. Your book should not be given to a teacher unless these steps have been taken.

Appendix 2

Subject/Teacher:	Year group:
No. of books/pupils:	Ability covered:
Reviewed by:	Date:

[INSERT SUBJECT] Department Review: Work Scrutiny

Features	WWW	EBI
1. Has purposeful written feedback been provided by the teacher in line with whole school/department policy (at least once per half term in the majority of cases)?		
2. Is teachers' feedback in green and students' feedback in red?		
3. Have extended pieces of work been given feedback using WWI/EBI?		
4. Is there evidence of a purposeful DIRT task and follow-up by the student?		
5. Is there evidence of literacy marking and are the marking codes used appropriately?		
6. Is there evidence of peer marking against a task-specific success criteria?		
7. Is there evidence of self-assessment against a task-specific success criteria?		
8. Is work generally well presented with appropriate titles, dates underlined etc? Is use made of the Welsh language?		
9. Are diagrams (where appropriate) drawn with a pencil and ruler and/or using the appropriate equipment?		
10. Are books free of graffiti?		
11. Is the style of marking consistent with other classes and teachers in the same department?		
12. Is written teacher feedback having an impact on student progression?		

[INSERT SUBJECT] Department review – Summary

Year	WWW	EBI
	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Evidence of Good Practice

(Use photographs/copies/screen grabs of students' work here – to highlight good practice and share)

Next Steps

(How will this review inform future practice?)

-
-
-