

Feedback for Learning Policy – Beverley High School

Rationale:

At Beverley High School, we recognise that responsive teaching is the cornerstone of good learning. We know that quality feedback is essential to learning but that this feedback might come in many forms. Feedback may be:

- verbal
- in groups
- individual
- informal
- through peer reflection activities
- through a written comment
- etc

Feedback should be predominately formative but there must also be planned, timely, summative judgements that can be moderated through formal testing or common assessment tasks.

Feedback through written comments is incredibly time consuming and there is no research evidence to support the impact on pupil learning as a result of the majority of marking practice. We therefore aim to reduce unnecessary marking in favour of increasing responsive teaching. This means more time spent on planning, teaching and feedback as a result of well considered formative assessments, most of which will be part of everyday teaching practice.

Key Objective of the policy

In assessing pupil work all teachers should provide regular recognition and diagnostic feedback.

Guidelines:

This whole school policy gives individual departments the freedom to use methods that best support individual pupils in their subjects. This must be formulated in a written policy 'X Department Feedback Policy and Assessment Arrangements dd/mm/yy'. Departments must outline the expectations of teachers across the department and the most common methods to be employed. This need not be an exhaustive list and we encourage the opportunity to trial new methods. The policy should include a rationale, guidelines of typical approaches, a description of minimum expectations and a summary of the formal assessments and common assessment tasks that will take place for each year group. Approaches to moderation must also be explained. Care to balance quality feedback and the workload of teachers is essential. All policies must be stored centrally with the Assistant Headteacher responsible for assessment. Policies will likely evolve, develop and be amended so they must be clearly dated.

Please see further guidance

Further Guidance

The purpose of feedback is to improve the learning for the pupils. Marking policies should not be focussed on accountability and quantifying. Quality assurance can be achieved through the QA schedule i.e. observation and discussion with staff and pupils.

In the EEF report 'A Marked Improvement' the authors comment on the disparity between the immense time cost to staff and the lack of robust evidence of any beneficial impact on pupils of marking books and making written comments. 'A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better'. Therefore, strategies to improve feedback from marking and reduce the amount of marking should be carefully considered.

Formative assessments are any activities that produce information that allows the teacher knowledge of the learning, understanding or misconceptions of pupil(s). This is likely the most common source of information for responsive teaching. Departments and individual staff should consider opportunities to develop their formative assessment opportunities and methods of feedback. This might mean assessing a narrow ranges of knowledge or skills that do not resemble the required end product of the learning but are the constituent parts of knowledge or skills that, when combined with other classroom practice, will allow pupils to reach their longer-term learning goals.

Summative assessments are assessments designed to produce a shared meaning of the knowledge and learning of pupils. They are generally over a broader range of knowledge and skills than formative assessments and might be more similar to the skills and combination of knowledge required in the longer-term goals.

Low stakes testing is most likely to be formative in its informative nature to staff, as opposed to being used for summative purposes. In addition, regular quizzing or testing is beneficial for pupil retention and transferring of knowledge to long-term memory.

There is no whole school specified minimum marking requirement though departments must determine their own, which will be operational across the department.

There is no requirement for staff to mark in a specific colour pen, though it should be visible and stand out from pupils writing for the benefit of pupils.

We still require pupils to use green pens when amending, marking, correcting work to enable them to rapidly focus on areas for development.

There is no requirement to complete Lilac sheets for Common Assessment Tasks, though common assessments are an example of good sustainable assessment practice.

Having separate development books and assessment books is not essential but is an acceptable approach should that be suitable for your department. At KS5, this is recommended but not compulsory.

Recognition feedback refers to acknowledging effort, quality of work, quality of class contribution and independent learning. The EEF report says that 'Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress'. Recognition does not necessarily require physical marking of work but it is an option. Recognition can be verbal, through the rewards systems, through contact with home, through reporting AtL & IL, etc. However, recognition feedback can be motivating and enhance pupil/teacher relationships

It is necessary that all department Feedback for Learning Policies are easily accessible by parents and pupils