



Secondary Feedback Policy

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1. Rationale

As a centre of excellence at the heart of our community we recognise the important role feedback plays in securing outstanding teaching and learning. Research shows that feedback is one of the most powerful influences on learning and achievement (*Hattie & Timperley, 2007*).

2. Purpose

The purpose of this policy is to establish a comprehensive and constructive approach to the way in which students receive feedback. In this approach students will be routinely involved in assessing their own learning, which together with teacher feedback enables them to feel valued and to effectively reflect, improve and progress their learning so that they reach their full potential.

To ensure that feedback is used as a tool to inform planning for progress through a cycle of teaching that promotes genuinely personalised differentiation and planning, which is informed by an in-depth knowledge of the class.

3. What Feedback Looks Like at RAK Academy

Modes of effective feedback at RAK Academy include:

- Verbal feedback
- Self assessment
- Peer assessment
- Developmental marking

The mode of feedback is determined by the teacher and may be undertaken at the point of teaching (immediate feedback), at the end of a lesson or task (summary feedback) or away from the point of teaching (delayed feedback). It is recognised that each mode of feedback is most effective when pointing out success and improvement needs against our *What Went Well – Even Better If* framework.

It is expected that:

- Students will receive feedback in each and every lesson, through verbal, self and/or peer assessment modes.
- Feedback will be offered using clear success criteria, which has been shared and modelled to students.
- Students in Key Stage 4 and 5 will receive one detailed piece of written feedback every five lessons from their teacher using green pen in the form of a *What Went Well – Even Better If*
- Students in Key Stage 3 will receive one detailed piece of written feedback in line with department policy using green pen in the form of a *What Went Well – Even Better If*
- Students will be given the opportunity to act on *Even Better If...* comments and improve their work through dedicated improvement and reflection time (DIRT). This improvement will be distinguished by the use of purple pen.
- Adherence to the *What Went Well – Even Better If* policy is a non-negotiable for all teachers at RAK Academy.

3.1. What Went Well

What Went Well..., verbal or written will provide clear information about what the student has achieved in relation to the success criteria.

What Went Well... will not include praise directed towards the pupil (e.g. “you are a very able student”) as this conveys a message that success is down to personal attributes rather than effort.



3.2. Even Better If

Even Better If... verbal or written are to contain non-judgmental information about what a student needs to do to improve, correct or work on. They should be specific, short term, achievable and related to the success criteria. Hattie (2005) suggests that *Even Better If...* comments should be differentiated into three types that form a rough taxonomy:

1. Task orientated – These are aimed at ensuring students have learned the facts, knowledge and skills that they need (e.g. “add another example of...”)
2. Process orientated – These focus on the processes used to perform the task or level of the product (e.g. now answer question 3 using a different formula”)
3. Self-regulation orientated – These prompt pupils towards the ultimate goal of all feedback, accurate self-assessment (e.g. write down what you think you could have done to improve this piece of work”)

Even Better If... comments give specific information about the student’s next steps towards the success criteria.

4. Feedback through Self and Peer Assessment

The ability to peer and self-assess work needs to be developed in subjects and planned in schemes of work. The teaching environment should be such that pupils feel comfortable in judging their own learning and the learning of others and can advise ways to improve it.

Peer and self-assessment should provide the opportunity for the teacher to observe and reflect on the learning that has gone on within the classroom. Peer and self-assessment can take different forms, e.g. through verbal and written feedback. The criteria for evaluating learning outcomes must be clear to the students. If criteria are abstract/subjective then clear examples should be given, on which students can model their practice.

The criteria for peer and self-assessment mirrors the criteria for teacher marking and will point out success and improvement needs against our *What Went Well – Even Better If...* framework. The comments must relate to criteria that are understood by all students and relate to specific areas.

In order that the skill of peer and self-assessing work is embedded, the work that has been peer or self-assessed should be read and acknowledged by the teacher to quality assure the feedback given. If the comment given is inappropriate the teacher will correct this.

Comments made by pupils when peer/self-assessing work will be written in purple pen. This will make it clear to the students/teachers/observers what method of assessment has been used.

5. Directed Improvement and Reflection Time (DIRT)

Students will be given opportunity to respond to the teacher’s feedback and make the recommended improvements. Improvements will be undertaken in purple pen.

6. Feedback for Progress

The traditional cycle of teaching activity follows a model of:



At RAK Academy, we instead provide feedback for progress that leads to the teacher planning lessons informed directly by the student’s learning needs. This model, depicted below allows for genuine personalised differentiation and planning that is informed by an in-depth knowledge of the class.





7. Literacy Feedback

All teachers are teachers of Literacy, to support this the expectation is that:

- Literacy is explicitly taught in every lesson
- Literacy concepts and keywords are explained explicitly to students
- Every piece of work should be marked for at least one of the following **Strive for Five** literacy aspects:
 1. Capital letters and full stops are used correctly
 2. Punctuation is used correctly (commas, speech marks, apostrophes, brackets)
 3. High frequency and subject specific words are spelled correctly
 4. Connectives are used
 5. Sentences make sense

It is not necessary to identify every literacy error, just the first mistake. It is then the students' responsibility to find and rectify any further errors when they receive their work back.

8. Literacy Code

Literacy codes are provided in the below table:

SP Spelling	GR Grammar
P Punctuation	// New Paragraph
^ Missing Word	? Does not make sense
T Wrong tense	<u>the</u> Needs a capital letter