



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Feedback for Learning Policy 2024- 2025

Version Number: 06

Ratified by Local Governing Body: September 2024

Next Review Date: September 2025

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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 (MAPs).
- 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.
- Active observations within lessons should allow for live marking to take place within the You Do phase of lesson, allowing feedback to be responsive.
- 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.
- Written feedback will allow students to receive detailed, personalised feedback which includes a strength and target/s for further development. Written feedback will only be provided on MAPs, live marking and other formally assessed pieces of work. (See the Assessment and Feedback Policy for the specified regularity of written marking).
- 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 and accelerate lessons.

What does feedback look like at The Grange Academy?

- Teachers carrying out an on-going review of learning and progress both in the classroom and formal assessments.
- Students empowered to respond to the teacher's comments and improve their learning (acceleration) based on feedback given.
- Constructive dialogue between teacher and student.
- Written feedback by teachers is carried out in green pen with acceleration (improved responses) clearly labelled.

Active Observations and Live marking within lessons

- Immediate marking of the work by the teacher in green pen. **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.**

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.

Teacher written marking

- Teachers use literacy codes to provide feedback on corrections/actions which need to be addressed next lesson (see literacy codes below).
- Use of written feedback will be provided on MAPs and other formally assessed pieces of work for students to act on.
- Written feedback on MAPs will focus on identification of elements of success and areas to improve, with clear targets (T) to act upon. A positive comment should be made which relates to the learning objective, for example a strength or a grade. A target where the success criteria has not been met, for instance a suggestion or question to allow opportunity for further progress.

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:

Students will be expected to demonstrate progress by acting on feedback to show improvement. This will be recorded as Acceleration.

When students complete a MAP, this should be marked by staff and an 'accelerate' lesson should follow. The purpose of the 'accelerate' lesson is to address misconceptions, gaps in knowledge and to also acknowledge students' strengths, praising and motivating students within the lesson. An accelerate lesson should also follow after a P2S point (See the Assessment & Feedback Policy for further detail).

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 giving formal written feedback on MAPs, looking through books or through live marking.
- Teachers should focus on subject specific errors to encourage knowledge of key vocabulary.
- **All staff** should use the whole-school marking code.

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

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 in line with policy.
- The review of marking and feedback will be carried out once per half term (as indicated on the school calendar with Subject Lead Book Looks).
- The following week SLT book looks will take place triangulating Subject Lead feedback and reviewing the quality of student work. Regularity of feedback will be monitored (See the Assessment and Feedback Policy).
- Any work that is not in line in with the Assessment and Feedback 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

- Students will share their learning experiences through lesson drop ins.
- At various points in the year key students will be expected to meet with SLT and Subject Leads, bringing their books along so that they can talk through their experiences, the progress they are making and how the quality of feedback supports learning.

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.