



Callington Community
College

Feedback Policy

May 2022

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Feedback Policy

Effective Feedback and Responsive Teaching

Our model for feedback is based around a continuum where instruction, formative assessment, curriculum, and student agency are symbiotically linked (Fig. 1.). Our



model relies on professional judgement, evidence-based pedagogy, a deep understanding of curriculum narrative and a restless ambition to meet the needs of every child. This feedback policy will inform and enable **Responsive Teaching in every classroom**.

At Callington Community College, we make a clear distinction between simply 'marking' work, and our goal which is to embed effective and informative assessment and feedback which progresses learning.

Fig.1. Callington Curriculum Wheel

“Effective feedback must answer three major questions asked by a teacher and/or by a student: Where am I going? (What are the goals?), How am I going? (What progress is being made towards the goal?), and Where to next? (What activities need to be undertaken to make better progress?)” - Hattie & Timperley (2007)

Feedback - Information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies - Winnie and Butler (1994)

Formative Assessment - Encompassing all those activities undertaken by teachers, and/or by their students, which provide information to use used as feedback to modify the teaching and learning activities in which they are engaged

Effective, Efficient and Enjoyable

“Feedback should be more work for the recipient than the donor” Black & Wiliam (1998)

The amount of red ink in students' books is a poor proxy for effective feedback and results in a situation where feedback is more about showing the teacher's own work as opposed to that of their students. To really harness the power of feedback, staff must cultivate an environment where students have a clear sense of where they are going to, how they are currently doing against that goal, and what to do about it to close the gap.

The impact of feedback is the responsibility of the learner. The onus lies with the teacher to provide clear criteria for success, worked examples and exemplars – it is impossible to be excellent if you don't know what excellence looks like. From here, students need accurate information of their current performance and clear steps on how to reduce the gap between the current state and the aspired outcome.

The aim of this policy is to ensure that feedback is effectively used to:

- maximise the progress of all students
- provide strategies so that students know how to improve in all subjects
- empower students to make decisions about their learning
- allow students to respond to feedback and deepen learning
- create a continual and meaningful learning dialogue between students and teachers
- develop an Ethic of Excellence across all years and subjects
- promote the whole college focus on curriculum, assessment and meeting the needs of students with SEND.

This policy also aims to:

- ensure a consistency of approach to high quality and consistent feedback which students use actively and knowledgeably
- Inform and empower curriculum leaders to develop their own faculty/subject policies which reflect the most effective practice for feedback within their subject
- address teacher workload so that teachers can get on track with feedback 'fewer things, greater depth'
- empower Curriculum Leaders and teachers to have the scope to create and devise the most effective methods of feedback within their subject area to complement the whole college strategy
- assure quality feedback for all students

Principles of Feedback at Callington Community College

Feedback must be part of a system that is set up in such a way that the information can be effectively used to make improvements. Feedback must be approached systemically and specifically by adopting the following principles:

- **Careful groundwork is completed before feedback is given:** the quality of feedback depends on the quality of the evidence about learners' progress and understanding available. The starting point for effective feedback is eliciting the right evidence (through the deliberate design of formative assessment, tasks, questions, or activities with feedback in mind).
- **Providing well-timed information with a focus on improvement:** feedback should always be used to move learning forward. The role of feedback is to improve the learner so that students have the capacity to do better at tasks they have not yet completed.
- **Taking into account the way students receive and respond to feedback:** the most important decisions taken in classrooms are taken by the students. The only thing that matters with feedback is what students actually do with it.

There is no 'one size fits all' to effective feedback. The information that follows includes specific detail on whole class feedback, alongside a guide to effective feedback strategies which can be used and adopted by Curriculum Leaders across subjects.

***The most highly prioritised feedback is any that is immediate and purposeful for learning*.**

Ensuring High Quality Feedback

- A recipe, not a statement

- Focus on the pupil (learning), not the work
- Focus on the curriculum, not just the pupil (how can the curriculum be adapted based on formative assessment and feedback?)

Laying the Groundwork – Planning High quality feedback

Teachers must have an in depth knowledge of the curriculum intent and curriculum sequencing and narrative. High quality feedback depends upon the following:

1. High Quality Instruction

Feedback has to build on what is already there it is of little use when there is no initial learning. The first task for the teacher, before feedback is delivered, is to provide initial instruction (refer to Callington Curriculum Wheel, subject curriculum intent and knowledge overviews, Callington Principles of Curriculum Delivery)

2. Set the Learning Intentions (which feedback will aim towards)

Teachers must share clear Learning Outcomes with students at the start of every lesson along with a clear model for excellence (i.e. what the feedback will be directed towards). Establishing and sharing the learning intention provides a shared 'concept of quality and excellence' – feedback can then be used to move students towards this concept.

3. Assess Learning Gaps (which feedback will aim to address)

Formative assessment strategies (Assessment for Learning) must be deployed before effective feedback can be delivered. Formative assessment enables teaching that is *responsive* and *adaptive* to pupils' needs and which uses evidence about learning to adjust instruction and inform feedback so that learning moves forward.

Assuring High Quality Feedback

It the role of Curriculum Leaders to develop and embed subject specific feedback policy which ensure effective feedback within their faculty. This will be achieved through constructive and developmental feedback following Learning Walks, Book Looks and Student Voice exercises.

Curriculum Leaders will guide and shape their own departmental policies and assure the implementation of whole school strategy below. Staff will be encouraged to use and share their creativity and innovation to help shape the role of feedback within the department.

It should be recognised that not all forms of feedback will be visible in exercise books, and that this does not in any way impede validity. Some forms of feedback are immediate and fleeting yet can have a sustained impact. Curriculum Leaders must learn to recognise, celebrate, and develop all forms of feedback.

Whole College Feedback Expectation:

- The curriculum will inform deliberate planning of feedback which will deepen learning
- Feedback is high quality (not high quantity)
- Feedback happens when it is needed to promote learning and can be delivered in a variety of formats (i.e. written feedback is only one method of providing feedback and is only used when it moves learning forward)
- Almost all feedback is rapid, immediate and happens within the lesson to ensure that errors and misconceptions do not become learned habits

- Marking less does not mean looking at books less. **Teachers will regularly collect in books and review the work completed via the Callington Community College Whole Class Feedback Model**
- **Written feedback (diagnostic) should be planned for every student, in every year group** (according to the subject feedback policy)
- Feedback almost always requires students to do something to improve or develop their work or understanding (i.e. **students will actively respond to the feedback they have received using green pen and highlighters**)
- Feedback responds to the needs of individual students
- Feedback is the information used to 'feedforward' and plan for future learning
- All other feedback strategies should be used **before** written feedback to ensure feedback is immediate and has the most impact on learning (i.e. at the point it is happening).

Whole Class Feedback and IACT

Minimum: Once per unit of work

IACT = Improvement and Correction Time

Whole class feedback means that we do not actually 'put pen to paper' in pupils' books or on their homework but instead read through them and make notes. These notes will look for trends, and patterns, including common mistakes, misconceptions, and areas for improvement as well as pupils' strengths.

Whole-class feedback can identify ways to move learning forward through tasks built on the back of the feedback. In this way, feedback can have more meaning and purpose in terms of active learning and thinking. Feedback in this way can be delivered as IACT (Improvement and Correction Time).

Excellent Work for Celebration	Common SPaG and Numeracy mistakes/misconceptions
<p>Use this space to celebrate excellent work from your class e.g. T.H. excellent answer to question 10! ☺</p> <p>This can be in relation to specific tasks or general.</p> <p>Highlight things such as excellent effort, presentation, marked improvement</p> <p>Use your knowledge of your class to decide whether naming pupils will work well or not</p>	<p>List the correct versions so that pupils can look for erroneous examples in their books</p> <p>Highlight grammatical errors, too.</p> <p>Ensure that you explain anything which might be misinterpreted or is unclear.</p>
Did you make any of these frequent mistakes/misconceptions?	Which of these topics, skills, or content do you need to review?
<p>This is the place to record specific errors and misconceptions which arose frequently</p> <p>Specific issues in this box will require re-teaching of a significant number in the class have make the same mistake.</p> <p>e.g. <u>Explain</u> the graph rather than describing it (why, not just what) Explore the negative aspects of the regeneration of the lower Lea Valley</p>	<p>Here, you record general issues which may have arisen frequently such as a part of a task which has not been completed by many pupils.</p> <p>You may also record here a technique or topic you have taught that you are confident pupils understand but was to used appropriately in the context of the task.</p> <p>e.g. Complete the 9 mark question on urban regeneration Make sure you include a conclusion in an evaluation question Ensure that if you make a point about an advantage or disadvantage you follow up with analysis (so what?)</p>
Follow up (IACT) tasks – your teacher will guide you on where to begin	
<ol style="list-style-type: none"> 1. A clear list of tasks to complete here is essential 2. They will largely be based upon the feedback you have listed above and then explained in the lesson 3. Tasks should be clear enough that pupils do not need your direction to work through the list 4. Some pupils may be able to miss the first task/start further down the list 5. It is worthwhile including an extension task at the end which challenges those who have completed all the feedback tasks required. 	

This exemplar can be adapted by Curriculum Leaders to fit the needs of the subject area

Feedback Overview

These are examples of effective feedback that could be adopted into faculty feedback policy. This is not an exhaustive list for staff to complete

Type of Feedback	What does this look like at Callington Community College	Frequency	QA
WCF	<ul style="list-style-type: none"> - Students will glue a copy of the completed WCF sheet into their books and highlight specific areas which relate to their own learning - Students will review and amend their work in green pen - Students will complete relevant IACT tasks/questions in green pen 	Once per unit of work	Book Looks, Learning Walks, Lesson Dips, Student Voice
Written	<ul style="list-style-type: none"> - Takes place away from the point of teaching and learning and involves written comments/questions/next steps - Students' work is annotated when this will move learning forward - No set format or layout for these comments as this will be dependent on the nature of the subject/tasks. 	Once per unit of work	Book Looks, Learning Walks, Lesson Dips, Student Voice
Immediate	<ul style="list-style-type: none"> - Teacher gathering feedback (have they 'got it'?) - Use of mini whiteboards/ low stakes quizzes to review learning of all in the class quickly and identify misconceptions/errors/ uncertainties - Takes place individually, with small groups or as a whole class - Can involve live marking of work by teacher (where student immediately acts on feedback in green pen) - Can involve students peer/self-marking or annotating work - Cold call questioning/ elaborative interrogation using socratic questioning (responding to student responses with prompts, corrections or further questioning to elicit misconceptions) - May involve the use of a teaching assistant to provide support in interpreting feedback or to further scaffold response to feedback - May include annotating or highlighting own work in response to success criteria/LO/mark scheme - Use of visualisers to model response to feedback - Pre-prepared activities to enable quick feedback and actions during lessons - Following a lesson of instruction and practice, an 'exit ticket' activity is completed and feedback 		Learning Walks, Lesson Dips, Student Voice

	<p>is provided for this task only ahead of (and to inform) the next lesson)</p> <ul style="list-style-type: none"> - Take the form of 'hinge point' activities that adapt and change the direction of learning as required - Must be planned for to effectively promote learning for all 		
Verbal	<ul style="list-style-type: none"> - High quality dialogic teaching in all lessons enables regular verbal feedback (<u>ALL students should receive some form of verbal feedback in EVERY lesson</u>) - Skilful, cold-call questioning where teachers push for more detailed/accurate responses or phrasing (using tier 2/3 language) - Students are given thinking time to consider how they will respond to verbal feedback - Modelling of student work (show-calling) is used regularly to enable students to visually and verbally understand steps to success - Notes are made when books are taken in for WCF to plan verbal feedback in the following lesson and to plan questions. - Students show a willingness to take risks and go beyond their comfort zone because of the trust established through skilful verbal feedback that supports learning - No verbal feedback stamps/stickers required - May or may not be formally planned 		Learning Walks, Lesson Dips, Student Voice
Peer/Self	<ul style="list-style-type: none"> - Usually involves structured/scaffolded classroom discussion and reviews (MUST be carefully planned) - Students read, discuss and review work together or in larger groups - Work is displayed and updated as part of the Ethic of Excellence board and is discussed in relation to LO, progress or success criteria - Mark schemes/criteria are provided and used/annotated to provide focus to the type of features that are being used - A culture of sharing and modelling is well established - Teacher checking and moderation of self/peer assessed work is evident 		Learning Walks, Lesson Dips, Student Voice
Student response	<ul style="list-style-type: none"> - Students respond to IACT tasks on Whole Class Feedback in green pen 		

to feedback	<ul style="list-style-type: none"> - Students make corrections to their work/ improve their work in green pen - There may be evidence of students re-drafting/developing and improving work - Progress is evident through response to feedback - Students are in the habit of seeking out and responding to all forms of feedback 		
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SPaG Marking

No more than 5 errors identified across whole response.

Where spelling is an issue, focus on tier 2/3 words, unless there is a repeated misspelling of a high frequency term.

Short comments may need to be added where you think it will not allow a student to amend this independently or through whole-class feedback.

Code in Margin	What it means	What the teacher will do	What the student must do
P	Punctuation error/omission	Circle the error or omission with a 'P' in the margin	. ends a sentence ; joins two sentences , breaks a sentence down into more easily understood sections “ ” indicates direct speech (the actual words spoken)
Sp	Spelling mistake	Underline, with 'Sp' and correct word written in margin (to be written out three times as part of IACT.)	Use LOOK-COVER-WRITE-CHECK to practice writing the spelling three times
Sp	Homophone mistake	As above	Write a sentence in your book for each possible spelling of the word
G	Grammar mistake	Circle with 'G' in the margin	Read the sentence or phrase Work out what feels wrong Make changes and check with your teacher
NP	New paragraph needed	//	If there is a change of topic, time, voice or viewpoint, then change the paragraph
□	Paragraph used in error	Arrow to join the two appropriate sections	As above

O	Omission of word or phrase	^ with missed word written above	Read through your answer Look for any additional words or phrases you could have added Ask a friend for their opinion Check with your teacher
D	Deletion	Strike through character or words	
C	Incorrect use of capitals/missing capitals	Circle the character	Re-read the sentence or phrase Work out where the capital letters should be used and why

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The Ofsted Education Inspection Framework: September 2021 School inspection handbook - GOV.UK (www.gov.uk)

With specific reference to bullet points 70, 72, 73, 208 & 210, 211

- *Bullet Point 70: Ofsted will not: advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.*
- *Bullet point 73: Ofsted does not specify: the frequency, type or volume of marking and feedback*
- *Bullet point (part of) 208: important factors in how, and how effectively, the curriculum is taught and assessed are the following: Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not*

simply memorise disconnected facts....Their approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised.

- *Bullet Point 210: When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse*
- *Bullet Point 211: Inspectors will evaluate how assessment is used in the school to support the teaching of the curriculum*

The Teacher Standards

With specific reference to Standard 6: make accurate and productive use of assessment

Department Feedback Audit Tool

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Effective_Feedback_Task_Subject_and_Self-regulation_Strategies.pdf?v=1635355218

EEF Recommendation	The [faculty] in Callington Community College addresses this by
Principle 1 Lay the foundations for effective feedback High quality instruction Use formative assessment strategies Reduce the work that feedback needs to do	
Principle 2 Deliver appropriately timed feedback that focusses on moving learning forward	
Principle 3 Plan for how pupils will receive and use feedback	
Method 4 Carefully consider how to use purposeful, and time- efficient, written feedback	
Method 5 Carefully consider how to use purposeful verbal feedback	
Implementation 6 Design a school feedback policy that priorities and exemplifies the principles of effective feedback	<ul style="list-style-type: none"> - Annual policy review with input and feedback from CLs - Whole College Curriculum Intent, subject intent statements, curriculum week (curriculum delivery principles) to ensure consistent approach to planning and laying the groundwork for effective feedback. - Departmental autonomy to empower CLs to enable the most effective practices at a subject level

