Feedback Policy

This is not simply a marking policy; it aims to encompass all teacher actions which can be described as feedback and forms Principle 6 of our "Six Principles of Better Practice."

The sole purpose of feedback is to further a student's learning, and this can take several different forms, with no one method being preferred over another.

In Principle

The concept of feedback is the heart of effective formative assessment. Two aspects make up the feedback loop:

Principle
1. Culture for Learning
2. Quality of Instruction
3. Subject Mastery
4. Making it Stick
5. Adaptive teaching
6. Assessment and feedback

1. Information given to the student about their performance relative to the learning goals which can then redirect the student's actions to achieve the goal.
2. Information given to the teacher about a student's performance relative to the learning goals which can then redirect the teacher's actions to achieve the goal.

The whole purpose of formative assessment and feedback is to:

- Identify gaps in learning
- Provide timely and specific feedback to students
- Require students to respond to feedback and close these gaps

Students learn best when they receive specific feedback about what they need to improve. Teachers teach best when they seek feedback about student performance which enables them to refine teaching and planning. This links to Principle 5: Adaptive teaching. As such, feedback at The Dorcan Academy is any action which aims to close the learning gaps.

Principle of Better Practice………….	So that……………………
6. Assessment and Feedback	
Teachers give students high quality feedback	Student actions are refocused or redirected to achieve a goal
Teachers accurately gather information on student learning	Teachers know which topic material to re-teach
Teachers provide students with opportunities to act upon feedback	Students can swiftly develop further knowledge and skills
Teachers plan and ask questions that provide a picture of students' learning.	Teachers can identify gaps in student learning.

Our Principles of Feedback

The feedback could be written or verbal, from the teacher, peers or themselves - but the intention is the same- to close the learning gap. Effective formative feedback at The Dorcan Academy has the following:

1. Feedback is *regular* so that students can redirect learning swiftly and make rapid progress
2. Feedback is *specific s*o that students are in no doubt about how to close the gap
3. Feedback is *timely* so that students can respond shortly after the subject matter was first taught
4. Feedback is *acted upon* so that students can demonstrate that they have closed the gap
5. Feedback addresses *literacy and presentation* so that students' work is literate and presentable

Presentation   SPAG/Workings/Other
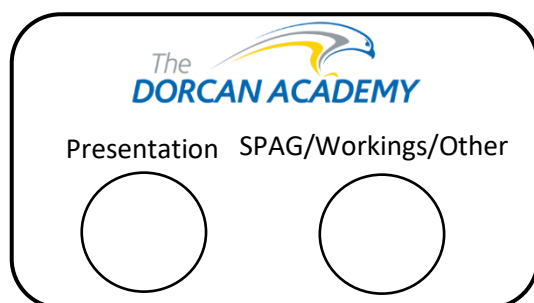
The Feedback sticker will be used to identify the presentation level and 'Literacy' focus for the piece of work (1-4 in line with lesson scores).

✓ Date/ Title / LO underlined
✓ Sheets stuck in
✓ Work clear and complete
✓ Student response will be in green and /or on green paper

These stickers will be used following each summative assessment.

Marking as Feedback

Marking students' books with written comments is one aspect of feedback. Student books, internal assessment and external exams are the primary source of evidence for student progress.

Summative Assessment

- All summative assessment will be marked and will include QLA
- Teachers will mark assessments at the earliest possible opportunity so that it might impact future learning
- When summative assessments are marked these should be accessible for reference
- Typically, students will respond to feedback in the subsequent lesson/s
- Exemplification for what best practice looks like can be sought from your Head of Faculty/ Subject

A summative assessment must be completed, marked, moderated and QLA before the data entry deadlines. The AC points for 2020-21 are:

Year Group (s)	Data Opened for entry (Monday)	Faculty CPD: Moderation	Data Entry Deadline (Tuesday unless stated)	Data Verified (Thursday unless stated)
Year 11	28/09/2020	7/10/2020	13/10/2020	15/10/2020
Years 7 to 10	02/11/2020	11/11/2020	17/11/2020	19/11/2020
11 Prelims	23/11/2020	2/12/2020	09/12/2020	Fri 11/12/2020
Year 11	18/01/2021	27/01/2021	02/02/2021	04/02/2021
Years 7 to 9, Year 11 (Year 10 Prelims)	15/03/2021	24/03/2021	30/03/2021	01/04/2021
Year 11	19/04/2021	21/04/2021	04/05/2021	06/05/2021
Years 7 to 10	21/06/2021	30/06/2021	06/07/2021	08/07/2021

In Practice

There is no single way to give or collect *"closing the gap"* feedback and it will look different in subjects. Within subjects there will be a variety of means of giving and collecting feedback. It is each department's responsibility to define what excellent feedback looks like using the Principles of Feedback.

Feedback is given in three ways:

1. **Live Feedback**- at the point of teaching e.g. following a hinge question (Live marking)
2. **Review Feedback**- at the end of a task/ lesson e.g. Review after Deliberate Practice
3. **Bridging Feedback**- subsequent to the point of teaching e.g. written comments on essays

As professionals we will always aim to use the best feedback methods available to us. Rather than trying to make our approach fit the need for evidence, we've taken the opposite approach and instead we have suggested the evidence that may be found in our classrooms and books. This evidence will often not be written down and is summarised below.

Type	Possible Features	Evidence you may see
Live	- Takes place every lesson with individual students or small groups - Provides opportunity to redirect student or teacher action within the lesson (Adaptive teaching). Feedback may be through re-teaching/adapting following a misconception noticed during a task and/ or sequence of questioning - Students self- mark a short quiz and share the results - Often given verbally for immediate action - Sometimes may involve the highlighting or marking of students work - May involve the use of the Teaching Assistant to offer bespoke support - Often requires the students to respond to their feedback - May involve marking for literacy	✓ Improvement evident in books through increasing quality of work over time - student recall of subject knowledge and application of skills ✓ Annotation of student work, use of highlighter or marking code in books ✓ Feedback in green pen
Review	- Takes place at the end of a lesson or activity with whole class or groups - Could follow the Deliberate Practice section of a lesson - Provides an opportunity for evaluation of learning in the lesson - Teacher leads guided feedback using a model answer following a piece of work / extended writing - Self or peer assessment against an agreed criterion - May involve re-teaching after a period of live feedback which has highlighted misunderstanding and is an opportunity to address misconceptions	✓ Bridging activity following assessment ✓ Reteaching ✓ Guided feedback using a model answer and or criterion ✓ Student response in green pen
Bridging	- Takes place away from the point of teaching - Provides an opportunity for teachers to assess for understanding and redirect planning - Typically, takes place after the students have re- drafted their work and should reflect the students' "best work" - May involve marking a piece of extended writing (appropriate to the subject) - May involve Whole Class marking/ Auditing - May involve written comments/ annotations on student work using WWW and PT - May require students to respond to feedback - Where it leads to "DIRT", students carry out a targeted activity to help bridge the gaps in their knowledge and skill development. This may be the whole lesson depending on the task/ subject - Indicated by a marking sticker which highlights the task, a mark for "Presentation" and a "Literacy" focus, where necessary.	✓ "DIRT" tasks evident in books and folders linked to stubborn misconceptions from the previous lessons ✓ Student response in green pen and/ or on green paper ✓ Summative feedback sticker