



Calday Grange Grammar School

Feedback Protocol

Rationale:

Feedback is a central part of a teacher's role and is integral to progress and attainment. Research suggests that providing feedback is one of the most effective ways of improving students' learning.

- The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year. It is identified in the Teachers' Standards as a statutory requirement for teachers to provide students with 'regular feedback ... through accurate marking'.
- Furthermore, Ofsted recognises that teachers providing students with 'clear, direct feedback' allows teachers to respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches (School Inspection Handbook, July 2022).
- As recognised by the Independent Teacher Workload Review Group (2016), marking students' work and providing feedback should be 'driven by professional judgement and be meaningful, manageable and motivating'.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Teachers at Calday Grange Grammar School use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result. Each subject has the freedom to decide what 'good' looks like in terms of feedback and which feedback gives them the most valuable information in order to move students forward and plan for progress. See [here](#) for the type and frequency of feedback by year group in each subject.

Aims of feedback

- To recognise a student's efforts and progress.
- To provide strategies for students to improve allowing them to build metathinking skills and big picture thinking.
- To give students dedicated time to reflect upon their learning and put in effort to make improvements.
- To identify gaps in student knowledge which informs our planning and the way we structure the next phase of learning.
- To facilitate effective and realistic target setting for students and/or the teacher.
- To encourage a dialogue to develop between the student and teacher.
- To encourage students to have a sense of pride in their presentation of work.
- To correct mistakes, with a focus on Literacy/Vocabulary skills building automaticity.

Type and frequency of verbal feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

Type and frequency of peer feedback



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- This is shown by research to be one of the most effective modes of feedback. When it is rigorously structured and modelled by the teacher.
- Written peer feedback should be clearly titled and underlined as 'Peer Feedback'.
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.
- Students should complete this work in purple pen.

Type and frequency of self feedback

- Akin to peer feedback, students need an explicit and clear structure to identify their learning needs. Teachers should share success and/or assessment criteria where appropriate. Students should use this criteria to reflect on their own work in a detailed manner and to allow them to add to notes and classwork to allow them to build their linking and analysing skills.
- Written self feedback should be clearly titled and underlined as 'Self Feedback'
- Students should complete this work in purple pen.

Monitoring and Evaluation:

- Middle Leaders must ensure departmental feedback policies support the school policy. This policy should clearly identify the type and frequency of feedback in subjects.
- Middle Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work samples, learning walks etc.
- SLT and Middle Leaders will check departmental feedback as part of the quality assurance process. Regular discussion and evaluation of the quality of feedback will take place as part of the appraisal process.
- Students should self-check their classwork against an agreed set of subject criteria and the 'pride in presentation' standards (Appendix 1). Presentation is the responsibility of the student; if all feedback is online, poor presentation will be addressed via presentation checks carried out by class teachers.

Frequency and expectation:

Calday Grange Grammar School's feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs.

There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. See Appendix 2 for details of strategies employed across the school. The general principles are:

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
- A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for students to read the comments and engage with the feedback. It is also



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imperative that students develop their independent skills by developing their classwork using the criteria provided by the teacher when providing teacher feedback or setting up self or peer assessment tasks. Teachers should feedback in green pen and students should respond in purple pen.

- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria.
- Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.
- There should be two pieces of detailed feedback (one class or homework task and one CCT) per half term. Other work can be sampled, self-assessed, or provided with feedback via an online platform, eg. Seneca.
- Learning / My Maths / GCSEPod etc. These scores can also be recorded via those platforms.
- Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.
- CCT assessments and DIRT responses should be readily available for reference and revision.

Appendix 1

Pride in Presentation

- All students write in black or blue pen only, drawing in pencil
- All dates and titles must be underlined with a ruler
- All work should be set out correctly: classwork/ homework on the left, date on the right, title in the middle
- All work sheets must be glued in
- All students should respond in purple



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Appendix 2

Strategies used for written feedback in exercise book and on Google Classroom

Instead of...	The teacher in books	The teacher on GC	The student
Writing extensive comments	Uses their comment to identify: <ol style="list-style-type: none"> 1. areas of achievement and progress 2. Areas for development and focus for future learning 	Type feedback, with a focus on areas of achievement and areas for development into the 'private comments' box on Classroom. Student copies that into their exercise book as part of DIRT lesson.	Works to show improvement on the areas for development using a purple pen.
Writing extensive comments	Uses codes to identify: <ol style="list-style-type: none"> 3. areas of achievement and progress 4. Areas for development and focus for future learning 	Type relevant feedback codes into the comment box on Classroom Use the 'Mote' function	Uses a code sheet / subject checklist to write up their personalised codes in full and acts on the areas for development. Listens to feedback as many times as needed and makes the improvements. Writes out feedback shared in voice note in their book as part of the DIRT work.
Writing 'Well done you have...' next to good aspects of the work	Puts a double tick next to good aspects of the work	Electronically highlight good aspects of the work and/or areas to improve - share model answers & whole-class DIRT ppt 'Hall of Fame' slide for specific praise. These could also be shared under a visualiser.	Writes up reasons why these areas were highlighted - what, specifically, did they do well? What, specifically, do they need to improve? What strategies will they use to do this?
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the question in class before students tackle it - this will hopefully reduce common errors	Comment banks in Google Classroom for the most common errors / misconceptions Whole-class feedback slide to explain why these are errors	Writes their own correct answer / correct definitions etc and learns them



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Marking every piece of class work	Randomly samples classwork. There is no expectation that all class notes will be marked – focus on marking tasks where feedback will have an impact.	Random samples can be collated from Classroom (or select those you think might be doing well / unsure / struggling / in need of some praise)	Self-assesses the work before it is submitted, writing a note beneath their work to flag up any areas they need help with or ask a question - they could flag this up by using highlighter pen for their question / concern so you can select these pieces from Classroom for marking
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Post this into Classroom or use as a DIRT exercise via ppt Add a hint via private comment.	Completes the correction
Giving assignments and then collecting in for marking	Goes through the task and common errors first and makes expectations clear (eg. via modelling on visualisers)	Students can hold up their books in class to show good presentation Spot-checks of books with rewards / sanctions re: presentation Time given in lesson for book presentation to be addressed. Homework time set aside to complete missed work, address presentation issues.	Follows the 'pride in presentation' guidance carefully and does not hand in poor work.
Giving work back and moving straight on	Allocates sufficient time for students to act on feedback, complete DIRT tasks and show progress	Can be set as a homework A Google Forms questionnaire can be used to check they are ready to move on	The students read and engage with the areas for development before moving on to next tasks, and show they've understood it via DIRT response.

This policy will be reviewed in June 2024