

West Moors Middle School Feedback Policy (September 2018)

Rationale

Work produced by pupils needs to be checked as soon as possible to inform the planning of lessons.

Feedback needs to be given in a productive and timely manner for its impact to be most effective.

Pupils need to actively engage with feedback in order to make maximum progress. (According to Dr Dylan William: *Effective feedback moves learning forward. It should be more work for the student than the teacher. It makes students think about their learning. It also helps them to see that learning is incremental rather than fixed.*)

How?

Every day, teachers will look at all pupils' books prior to planning to determine what pupils can and can't do, and what their next steps should be in the following lesson. This will allow teachers to be more specific or re-direct the focus of the learning in the next lesson.

At least once a week, teachers will read all pupils' books more thoroughly, noting down their findings on a Whole Class Feedback Form.

These notes will include:

- areas all pupils are doing well in;
- common misconceptions needing further clarification or main issues requiring improvement;
- particular successes to be celebrated for specific pupils' achievement, progress or effort;
- pupils who have really got it and need to be given opportunities to further deepen their understanding;
- particular pupils who have specific areas of misunderstanding or weakness to be addressed individually or in a small group;
- common misspellings, punctuation or grammatical errors.

Teachers should also tick learning objectives (one for emerging, two for developing, three for secure and four for mastery) to indicate pupils' achievement. Asterisks should also be used to indicate good progress towards the next descriptor.

And then?

In the next lesson, following the completion of the Whole Class Feedback Form, there will be a Feedback Lesson, where:

- areas of success will be celebrated with exemplars shown;
- particular pupils will be praised for their efforts and accomplishments;
- common misconceptions will be addressed through re-teaching and shared writing/working;
- common misspellings, punctuation or grammatical errors will be highlighted and corrected.

Pupils will then complete NOW tasks in purple pen, demonstrating their better grasp of the key concepts revisited. During this time, the teacher can work with an individual pupil or a small guided group who have specific areas of understanding or weakness which need to be addressed, and can show on the IWB (through screen-mirroring with the ipad) good examples whilst pupils are completing NOW tasks. Pupils who had already demonstrated complete competence of the areas to be addressed in the Feedback Lesson will be given NOW tasks to challenge them further in this session.

How will this be monitored?

Each week, on a Monday after school, teachers will hand in their Whole Class Feedback Folder with all their dated feedback forms at the same time as the sample of books requested for the weekly 'book look'. The NOW tasks in pupils' books will reflect the progress made in the areas to be addressed identified on the feedback forms. When looking through pupils' books, it will be clear that all pupils are making good progress and that their misconceptions are being swiftly identified and addressed.