



Feedback Policy 2021-2022

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Rationale

At More House School, we value feedback as an essential part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. The policy is written based on current evidence and with the sole purpose that any feedback given is designed to improve pupil outcomes. It empowers professionals to make decisions based on their knowledge of teaching and learning to determine the most effective way to provide feedback to their pupils, thus protecting teacher well-being.

In Tom Sherrington's *The Learning Rainforest* (2017), he refers to Dylan William's (2011) idea of 'responsive teaching':

"[It] is short cycle, 'minute-by-minute' feedback that is of particular significance - not the long arc of feedback that students might get via marking on books. Short-cycle 'in the moment' feedback - in tight feedback loops - requires teachers to continually engage students in activities that tell them where they are and then, absolutely crucially, to adjust their teaching in response so that students' learning is advanced."

(Sherrington, 2017)

Feedback in the context of technology is immediately enhanced. Technology should be used to allow teachers to provide immediate feedback to students as their learning is happening. The collaboration features of Google apps and the live monitoring of work through Google Classroom, make this possible. In addition, tools such as Peardeck allow teachers to immediately review answers, ideas and diagrams to respond so that "students' learning is advanced" (Sherrington, 2017).

6 Key Principles

- The focus of feedback must be on furthering a student's learning and should be provided when a student needs it.
- Feedback provided closest to the point of action is the most effective.
- Feedback is part of the school's assessment process and should assist in providing an appropriate challenge to all pupils.
- Evidence of feedback is incidental to the learning process.
- Opportunities to reflect on feedback should be provided.
- Feedback should improve a student's thinking, not just a piece of work.

Feedback in a 1-2-1 device classroom

Feedback in a 1-2-1 device classroom can take several forms, including, but not limited to the following:

- Whole class feedback (verbal, written or video) to address common misconceptions
- Immediate live personal or whole class verbal feedback given whilst the teacher is tracking student progress online in class
- Immediate verbal feedback given whilst the teacher is moving through the classroom
- Written feedback provided directly onto a piece of online work in real time using comments

- Individual verbal feedback given on a task after it is completed using online tools such as Mote
- Immediate feedback and remediation, including written explanations, voice notes and videos, on Google Form assessments or tasks that are sent out automatically
- Feedback that requests extension on what has already been achieved, perhaps even with links to further reading to guide this extension

The use of technology allows students to receive feedback that will have an impact on all tasks that they produce and decreases the amount of time needed for effective feedback to be given.

However, the most important part of the process is for students to respond to feedback. This should be done on the document in purple writing or on the physical piece of work in purple pen. In online work where teachers provide immediate feedback, it is expected that these changes be made in purple so that the impact of feedback in improving student achievement can be tracked. Feedback should enable students to “increase their effort and raise aspiration” (Sherrington, 2017) and this needs to be the focus for all feedback given.

Guidance on feedback

Online tools for Feedback

There are a number of online tools to assist with feedback:

- [Mote](#) is the most useful as it allows you to leave verbal feedback in Docs, Slides and in Google Classroom.
- [Comments in Google Docs and Slides](#)
- [Comments in Google Classroom](#)
- Immediate feedback live whilst students are working
- [Using rubrics in Google Classroom assignments](#)
- [Feedback options in Google Forms](#)
- [Feedback using preferences in Google Doc](#)

Feedback on homework

Homework will be marked and feedback will be given according to each Department’s feedback policy. All feedback will be given through Google Classroom.

Type of homework	Possible feedback strategies
Practice	Practice homework is best self-marked in the lesson when it is due. If this needs to be marked by the teacher, this should be marked and returned within a week of its submission.
Preparation	This type of homework is immediately used in the lesson when it is due and feedback often takes place in the lesson discussions.
Project	This type of homework may be marked by the teacher, with feedback, and returned within a week of its submission. Students must be given time to respond to this feedback.
Reading	This type of homework should be checked using a written response to the reading. This can be checked in class discussions or through comments made by the teacher in Google Classroom.
Revision	This type of homework will be “assessed” in the successful attainment in assessment tasks. Teachers can ask for proof of revision to be submitted if necessary.
Reflection	This type of homework is self-directed by the student, but may be monitored by the teacher.

Feedback on APs

Students are expected to reflect on their own revision and learning before writing APs, using the pre-AP More House Google Form specific to their key stage. The AP is then marked and teacher feedback is included. The students then respond to feedback using the post-AP More House Google Form specific to their key stage. Students should then improve answers and re-attempt questions which were incorrectly answered.

Responding to AP Feedback may be set as a Reflection homework task.

Expectations

- Students receive feedback when they need it. Teachers are free to determine how this is given with individual classes and students.
- Students are given time in class or at home to respond to feedback.
- Students are able to explain how they receive feedback from their teacher and how this has enabled them to make progress.

Not expected

- Every piece of work marked.
- Verbal feedback recorded.
- All comments responded to and acknowledged by the teacher.

Monitoring

- All staff are responsible for providing feedback based on the six principles above.
- The policy will be monitored through conversations with students, HODs and teachers.
- Any GC checks will consider all types of feedback.

Marking for Literacy

I am looking into digital solutions for this.

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the lower school, or for less able learners, it will be necessary to write the correct version for the learner. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes. When marking for Literacy, all staff should use the whole-school marking codes digitally. The code forms an integral part of the Literacy Policy.

Code:	Meaning:
Sp (with word highlighted)	Try this spelling again/Incorrect spelling
Pu	Incorrect punctuation
?	Needs rephrasing; you have expressed this awkwardly
o	Missing full stop or comma
Inf/Coll	Your writing is too informal
//	Begin a new paragraph
exp	Awkward expression
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter highlighted)	Capital letter should have been used
ss	Sentence structure is unclear
v	Vocabulary choice is inappropriate or could be improved
?	Meaning is unclear
!	Indicates an excellent section of work or a particular
Acc	You may have a calculation error, check your working (eg rounding)

Department Feedback Policies

This policy provides overarching principles of feedback for the whole school. Each individual department has their own Feedback Policy in the Department Handbook which provides further subject specific guidance written by Heads of Departments.

COVID-19 - Arrangements for marking and feedback

In order to minimise the sharing of resources, all work will be set, submitted and marked in Google Classroom

In addition to peer / self-assessment, teachers are encouraged to use the following means of assessing students' progress during lessons. Please note that some of these will require students to bring their mobile phone to the lesson.

- Seneca
- Kahoot!
- Peardeck
- Mini-whiteboards
- RAG cards (in student planners)