



ROBERTSBRIDGE COMMUNITY COLLEGE

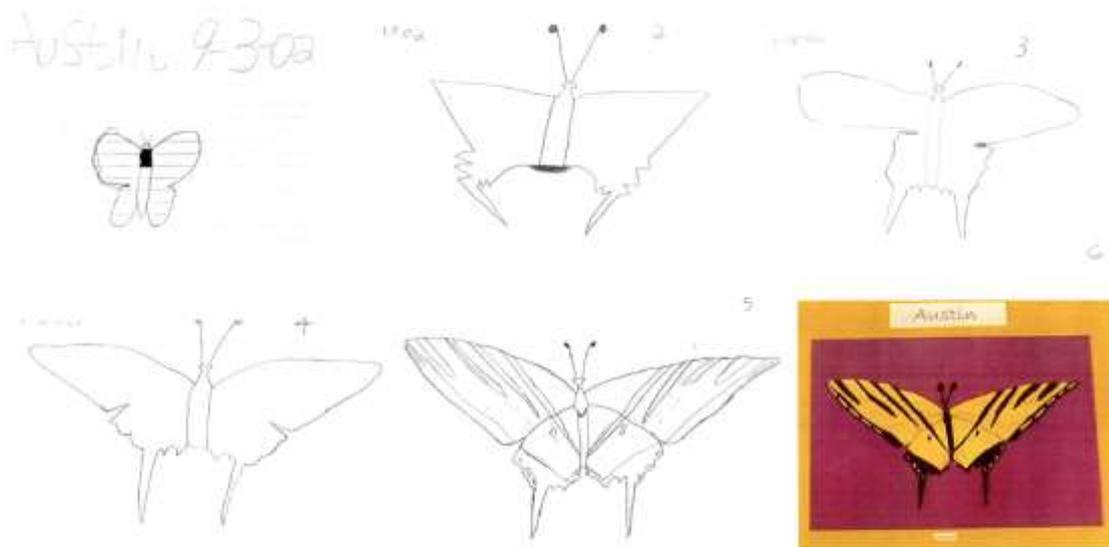
Feedback Policy

Aims: To ensure feedback is able to impact on student progress and to develop a consistent culture in quality of feedback and response by students.

Effective feedback has the power to make significant impact on student progress. John Hattie in his meta-analysis identified this as one of the most powerful tools we have in enabling learners.

What is feedback?

“feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood.” (Sadler)



Austin's butterfly – The power of feedback.

“The process itself takes on the form of new instruction, rather than informing the students solely about correctness.” (Kulhavy)

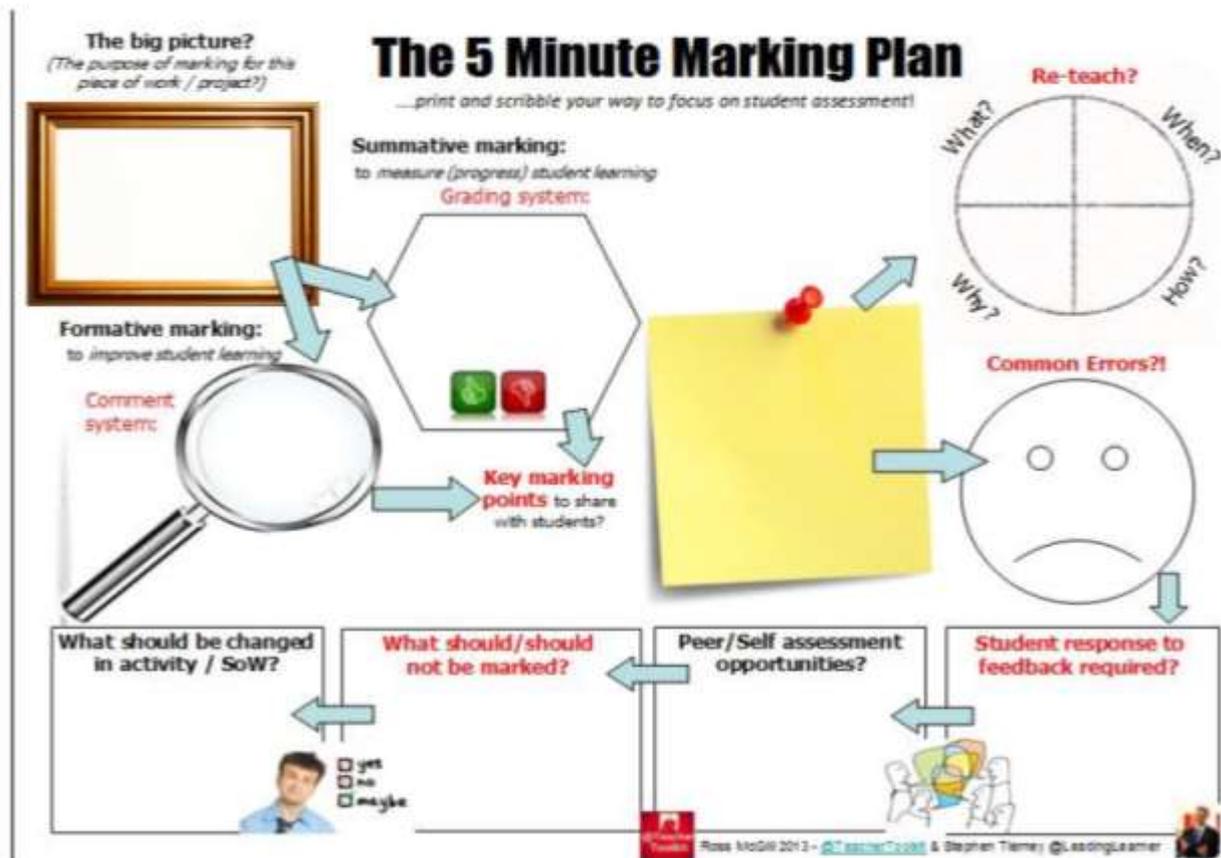
Non-negotiable feedback practice

It is essential that common practice is developed across the whole curriculum to ensure the embedded culture of appropriate student response is achieved. To do this the following key criteria must be met when delivering and preparing to deliver feedback:

1. **Success criteria/learning objectives and worked examples** – Where am I going?

The learning outcomes of each piece of work must be clearly shared with pupils prior to the delivery of it. Marking should indicate the extent to which pupils have achieved these outcomes. Consider outcomes carefully when planning for marking. The 5 minute marking plan is particularly helpful when planning for this.

<http://leadinglearnerdotme.files.wordpress.com/2013/07/st-marys-marking-policy-june-2013-v1-4.pdf>



2. RCC marking

The expectation is that all students will have work marked with the notation “**RCC**” this will be delivered in the following way:

R**ecognition** – How am I going? This should be a comment about the task or process, not

the student, it should convey where the piece has been successful.

“When feedback draws attention to the self, students try to avoid the risk involved in tackling a challenging assignment, they minimise effort, they have a high fear of failure” (Black and Wiliam)

Try to avoid comments that limit students response e.g. “Well done, you achieved your target” try to be clear about what aspect has been successful to avoid limiting the effort of the student in their response to your feedback.

C**ontinuing learning** – Where to next? Tasks set as a response to the students work

should be tasks that are specific and challenging, but of limited complexity and build on the original work, it may require the student to re-write a section, the whole piece or to answer a question that further develops the understanding of the task or process.

C**ompletion** – The key is that feedback is received and acted on by students. The

completion of the task identified by the teacher will be signalled with the use of the “Completed” stamp. It is not appropriate for students to reply with a “yes” or “thank you” it must be implicit that the task needs to be completed. There should be sanctions set if the work is not completed as set out in the Behaviour Policy.

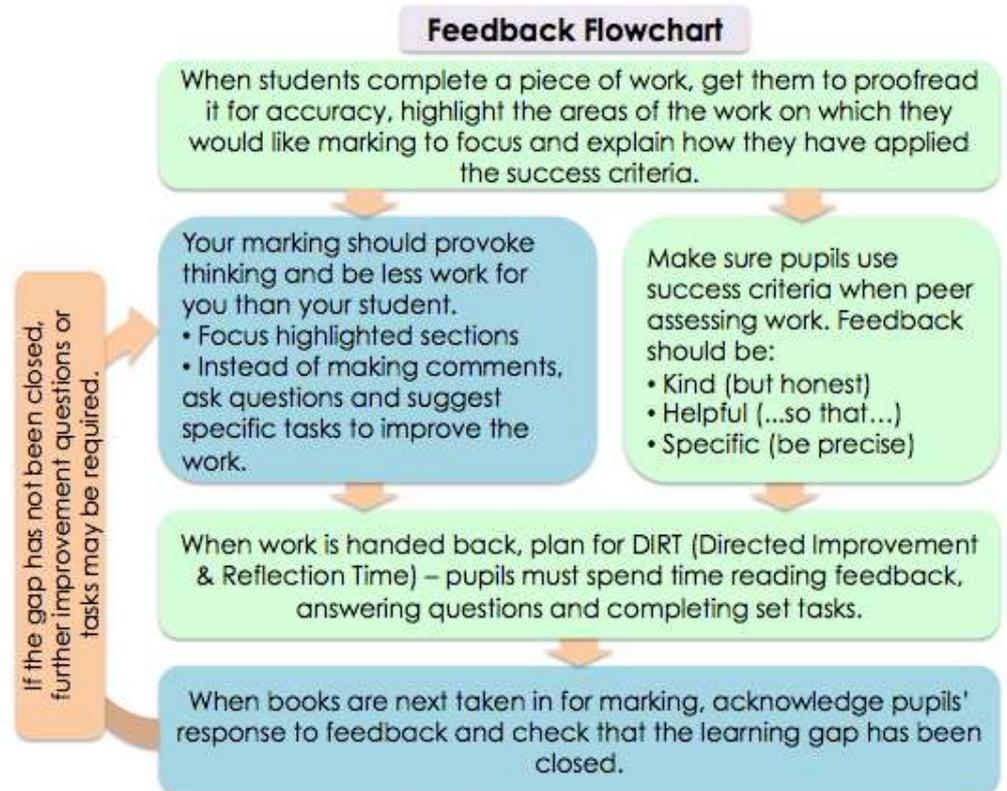
3. DIRT

David Didau – The feedback flowchart

Directed Independent Response Time

This must be time set aside for students to respond to feedback. This must be planned time, enabling teacher marking time

to be worthwhile as students can improve their skills straight away. It may be productive to give whole class oral feedback or a re-learning opportunity on common mistakes/misconceptions.



4. **Verbal feedback** – This tool can enable an instant impact, to allow that impact to last over a longer time this will need to be recorded in some way by students. This will be specified in departments. Students like this and it can take place during lessons significantly reducing out of class marking time.



5. **Peer assessment/self-assessment** – “80% of feedback students receive is from their peers, 80% of which is wrong” Wiliam. Therefore it is important we teach students to use the success criteria more effectively to improve some of the feedback they receive as they will seek it anyway. To be truly effective the classroom climate needs to be one in which the students are engaged in learning from mistakes and not afraid of failure. Involving students in this dialogue is a way to improve attitudes toward failure. If students do not encounter failure they are not being sufficiently challenged. Through constructive feedback we can instil the resilience to tackle challenging tasks, in which they are likely to fail.

6. **Informing planning** – It is expected that all feedback should provide the teacher with guidance for future planning and teaching, thus truly providing feedback for all involved to have an impact on learning. “Feedback is most powerful when it is from the student to the teacher...When teachers

seek, or are at least open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronised and powerful.” (Hattie)

All departments are different and it is expected that a range of strategies will be used to achieve effective feedback dialogues, but this must include the key features as stated above. The appendices will clearly lay out the expectation of what this will look like in each department.

Regularity of feedback is vital. For core subjects this means 3 times a term. For foundation subjects twice a term is appropriate. This will not always take the form of a comment written by the teacher and may take place during the lesson. However there must be evidence that this has taken place and that the students can refer to after the initial feedback is given.

Following a student voice survey (June 2013) it is clear that students are not clear that the expectation is not that teachers mark all work. We must make it clear that only certain pieces will be marked to ensure their expectations are appropriate.

Marking for literacy

All subjects must contribute to the development of literacy skills. It is essential that common practice is developed across the whole curriculum. All staff should employ the following notation:

Marking for Literacy

What the marks mean

Spelling errors – the incorrect part of the word is underlined and ‘sp’ is marked above the word.

Homophones – Their was no paper left – the whole word is underlined with ‘sp’ above the word.

// - Two forward slashes indicate that you need to start a new paragraph. To start a new paragraph you need to leave a line blank.

○ – **Punctuation error** – the circle will go in a blank space where punctuation is missing or around the punctuation mark if it is the punctuation mark isn’t needed or the wrong choice of punctuation mark.

Spelling errors won’t be corrected

It is up to you to look up and correct all spelling errors identified by your teacher.

Homophone – Words that sound the same but have a different spelling.

The literacy marking code will be displayed in all classrooms. Students will have a copy in their planners and classwork books and will expect marked work to also be marked for literacy.

This will encourage students to think independently to work out their mistakes. Use of dictionary and planner page with spelling dictionary of commonly misspelt words should be actively encouraged by teachers and could be set as a homework task. Encourage students to re-write spelling mistakes using the 1,2,3 method:

NB Focus on frequent mistakes and do not attempt to correct everything or with extended writing, 'close mark' a section of the work rather than correcting it all, or correct spellings of subject specific terminology or commonly mis-spelt words.

