SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS
(ACADEMY)

SCHOOL AIMS

South Wilts is a progressive grammar school for girls which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally and aims to provide equality of opportunity wherever possible.

FEEDBACK POLICY

1.   AIMS – a consistent approach which enables students to improve their work

To establish a broad, consistent approach to the way feedback is used to support and develop students' learning, so that students feel valued and have a clear understanding of how well they are doing and how to improve their work.

Feedback will be consistent with the principles of assessment for learning:

- Based on learning goals which are understood by students
- Supportive of achievement in all its forms
- Challenging and helping students to improve their work
- Developing learner confidence and independence
- Including opportunities to develop peer and self-evaluation skills

2.   PRINCIPLES – open, purposeful, acted upon, manageable, precise

- The purpose of feedback is to allow students to progress from where their knowledge, skills and understanding are, to where they should or could be
- Feedback is an integral part of teaching and learning
- Feedback is most effective when part of a supportive and positive learning culture, where failure is not negative, and improvement is seen as a natural part of everyday life
- Students will be fully involved in feedback. Staff will seek and be open to students' feedback and students are expected to play a full part in, and take responsibility for, evaluating and improving their work. They will be expected to engage fully and meaningfully with feedback and use it to improve their work.
- Feedback must be manageable for staff and it is recognised that effective feedback takes many forms other than marking.
- The most effective feedback is precise, and should, where appropriate, focus upon one or more of the following:
  - o **K**nowledge (e.g detail of subject)
  - o **S**kills (e.g. structuring essays, drawing graphs, applying knowledge in a new context, learning vocabulary)
  - o **E**valuation (e.g. students evaluate their own work and improve it)

3.   **STRATEGIES – a wide range of formative strategies**

All students' work should receive feedback in relation to the learning goals, but feedback may take many forms in line with assessment for learning principles. These are knowing why something is good, and how to improve; all feedback should be formative and could be of these types:

a)   **Student self–feedback** – Students should be involved in their own feedback and should therefore know the learning goals and the criteria on which their work will be assessed. Self–feedback will involve individual students scrutinising their own work in relation to the objectives and success criteria

b)   **Student peer-feedback**– Students can feed back on their peers' work in relation to objectives and success criteria

c)   **Work awarded with a grade/ level** with identified areas for improvement

d)   **Focused marking** – Concentrating on one process or competency

e)   **Verbal feedback** – The opportunity for dialogue with the students about moving their learning forward, after which students may be asked to record on their work

4.   **EXPECTATIONS FOR STUDENTS**

Students should play a full and active role in responding meaningfully to feedback.

To include:

- Self-editing/ annotating work before they hand it in
- Taking responsibility for reading written feedback and responding to it
- Listening to verbal feedback and acting on advice
- Engaging in dialogue with their teacher
- Asking for help, guidance or clarification
- Correcting spelling mistakes
- Redrafting work
- Amending omissions
- Taking opportunities to reflect on what they could do differently in the future in order to reach their learning goals

5.   **EXPECTATIONS FOR STAFF** - Feedback should…

- As its core function help to raise standards
- Be purposeful, consistent, easily understood by students and linked to clearly stated outcomes
- Be timely, frequent and sufficient to support progress
- Focus on the work and not the student
- Be delivered in a way which recognises that all students have the capacity to develop
- Be encouraging and constructive
- Recognise when students are doing well
- Include marking for literacy will use the common format agreed for the whole school (See appendix)

Written Feedback

- Students should receive selective written comment only feedback on a regular basis. The type and extent of the written feedback will vary from subject to subject, but will be agreed at the departmental level, in line with the overall school policy.
- At least at the end of each unit of work, a grade/mark/level should be awarded and recorded in line with the guidelines in this policy.
- In order that there is a continued dialogue between the student and teacher, each department in a manner appropriate to the work, will, at least at the end of each unit of work, set aside time to allow students to respond meaningfully to marked work.
- Should, where appropriate, include at least one aspect of **K**nowledge, **S**kills and **E**valuation (**KSE**)

Verbal feedback

Verbal feedback is a two-way process between teachers and students and should be underpinned by the guiding principles of feedback to enable students to improve and progress.

- Teachers should actively seek feedback from students
- Verbal feedback may be formal or informal
- Verbal feedback may be individual or to the whole group

Graded work

Students should receive an SWGS standard level (Year 7/8)/National Curriculum level (Years 9) or GCSE/A-Level grade for an assessed piece of work e.g. a test, timed task in the lesson, internal exam, at the end of each unit of work.

Recording

- **Students** should be aware of their target grade /level and this should be recorded in their tracker card kept in the front/back of their books/folders. Graded work will be recorded on this card
- **Students** should ensure the feedback codes are stuck into their books/folders
- **Teachers** should maintain records of marking in an appropriate and consistent way and commonly assessed tasks should be recorded centrally in the department's records.
- **Teachers** should ensure the feedback codes are stuck into students' books/folders
- **Subject leaders** have a responsibility for standardisation and internal moderation within their department to ensure consistency through book / folder trawls and other means.

Appendix

<u>Feedback Codes (staff version):</u>

KSE Feedback foci: **K**nowledge (e.g. detail of subject), **S**kills (e.g. structuring essays, drawing graphs, applying knowledge in a new context, learning vocabulary) or **E**valuation (e.g. students to correct and improve work)

<u>Marking for Literacy</u>

Written work should be marked for literacy, using the codes below. Literacy marking should take place alongside whole school and subject area marking policies. The marking codes for literacy should be shared with the students.

sp is written in the margin and prompts students to look along the line for the spelling mistake. The correct spelling will be written above it. If there is not enough room, the mistake will be underlined and the corrected word written in the margin. Identify typically no more than about three or four errors. Such words might well become part of a subject spelling list if common to several students and/or if subject-specific.

ww in the margin prompts students to look along the line to the word that they have used in the wrong way. It will be underlined and sometimes another will be suggested above it.

Λ between words or letters means that they have missed something out.

// inserted in the appropriate place means they needed to have started a new paragraph at this point.

◯ around a capital letter means they should have used the lower case.

◯ around a small letter means they have should use the upper case.

p in the margin directs students to notice a punctuation slip somewhere in the line and identified with a circle around the error. Look typically to do this no more than two or three times.

If marking a student's work in this way draws your attention to more than the usual slips here and there and starts to sound an alarm bell then begin to ask whether the student needs to become the focus of an additional academic support request.

<u>Feedback codes (student version to be stuck in all books/folders):</u>

KSE Feedback foci: **K**nowledge (e.g. detail of subject), **S**kills (e.g. structuring essays, drawing graphs, applying knowledge in a new context, learning vocabulary) or **E**valuation (e.g. students to correct and improve work)

sp This may be written in the margin prompting you to look along the line for a spelling mistake. The correct spelling will be written above it or will be underlined and the corrected word written in the margin. You should write the corrected spellings in your book/folder.

ww This may be written in the margin to prompt you to look along the line for the word that you have used in the wrong way. It will be underlined and another may be suggested above it.

Λ This symbol between words or letters means that you have missed something out.

// This means that you should have started a new paragraph at this point.

◯ This symbol around a capital letter means you should have used the lower case.

◯ This symbol around a small letter means you should have used the upper case.

p This directs you to notice a punctuation slip somewhere in the line. It will be identified with a circle around the error.

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Curriculum	18.9.17	Annually	Autumn 2018	Non-statutory	Yes