

Aim

To provide learning opportunities to which pupils respond with enthusiasm and commitment. Lessons are taught by committed teachers using evidence informed practice to provide experiences which cater for the individual needs of their pupils. Pupils acquire knowledge, skills and understanding progressively and at a good pace. Pupils are provided with effective constructive feedback that supports their progress (Appendix 1). In order to support this the school is committed to the continuing professional development of its staff.

This policy should be read alongside:

- SEND Policy and Information Report
- PSHE Policy

1. Environment

- 1.1 Rooms are tidy, well decorated, orderly, safe and attractive.
- 1.2 Furniture allows for a variety of approaches to teaching and learning.
- 1.3 Resources are stored carefully and clearly, to aid teachers and for pupils to use. Pupils are well versed in the autonomous use of resources, including information technology.
- 1.4 Pupils are taught to work safely with hazardous substances.
- 1.5 Stimulating and relevant wall displays are always apparent. These are tailored to the needs of pupils and subject.

2. Planning and Organisation

- 2.1 Teachers plan their teaching on the basis of well-developed departmental curriculum maps which indicate the content and methodologies to be used in their programmes of study. The success of these is regularly reviewed by teaching teams. Each department has resources that clearly indicate how disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital required to be successful in life.
- 2.2 Policies for assessment, record keeping, feedback and homework are adhered to by individual teachers.
- 2.3 There is consistency but variety in the teaching of individual teachers.
- 2.4 Individual lessons and sequences of lessons have stated outcomes which are shared with pupils. This includes the knowledge and skills they are learning and developing in the lesson.
- 2.5 Resources are prepared to cater for the needs of all pupils. The presentation of resources is of the highest quality possible.
- 2.6 Teachers make clear plans for their lessons and evaluate the effectiveness of their teaching and the pupils' learning.
- 2.7 Teachers target their attention on specific pupils and respond to their individual needs.

- 2.8 Departmental resources highlight opportunities to develop literacy and numeracy skills and teachers should consider these aspects when planning lessons
- 2.9 When planning lessons, teachers will take account of the pupils with SEND in their classes and how any Teacher Assistant support can be best deployed. Further information about Teaching Assistants in lessons can be found in the school's SEND Policy and Information report.
- 2.10 Pupils on the SEND register will have a pupil passport, that outlines strategies for supporting the pupil. Teachers will read the pupil passport and employ the strategies best suited to each lesson. Further details about pupil passports can be found in the school's SEND policy and Information report.
- 2.11 Curriculum maps highlight opportunities for careers links and teachers plan opportunities to discuss careers relevant to the material being delivered.

3. Quality of Teaching

- 3.1 Teachers have a secure knowledge and understanding of the subject being taught. Lessons are taught in accordance with the teacher standards.
- 3.2 Teachers employ a wide variety of evidence informed teaching methods to ensure appropriateness for pupils' learning needs.
- 3.3 Teachers have high but realistic expectations of their pupils.
- 3.4 Lessons start on time and have a purposeful pace throughout; they end in an orderly and conclusive fashion.
- 3.5 Teachers give clear instructions to pupils as individuals or as class groups.
- 3.6 Teachers encourage pupils to exercise responsibility for themselves and their learning.
- 3.7 In discussion lessons, teachers:
 - involve all pupils;
 - use a variety of types of questions;
 - encourage two-way, extended dialogue;
 - seek to develop pupils' critical judgement;
 - encourage and model examples of tier 3 vocabulary;
 - model respectful interactions.
- 3.8 When managing the work of individual pupils, teachers:
 - set work which is appropriate to all needs;
 - set work which allows all pupils to make progress;
 - encourage reflective and extended independent work;
 - enable pupils to develop basic and higher order reading skills;
 - require pupils to write in a variety of modes for different audiences and purposes;
 - design tasks which enable pupils to apply their skills and knowledge;

- encourage a problem-solving approach to learning.
- 3.9 When managing the work of pupils in groups, teachers:
- determine the size and nature of the group appropriate to the task;
 - help pupils understand the ways in which groups can work most effectively;
 - set exploratory tasks with clear objectives;
 - model effective teamwork and collaboration.
- 3.10 Pupils receive frequent feedback (Appendix 1) on their performance. Assessment procedures are used which enable individual pupils to be aware of their levels of achievement and the targets that they must set for improvement.
- 3.11 Homework is set regularly and constructive feedback is given promptly.
- 3.12 Teachers should encourage pupils to have high standards when using/developing literacy and numeracy skills. Teachers should demonstrate these high standards when using these skills themselves.

4. Quality of Learning

- 4.1 Pupils respond with enthusiasm to the challenge of tasks which are set.
- 4.2 Pupils make good progress through the application of appropriate skills, commitment and concentration.
- 4.3 Pupils respond well to the variety of demands which are made upon them, they organise themselves and their resources efficiently and effectively.
- 4.4 Pupils are confident and are prepared to seek assistance when they have difficulties. They help each other in a sensible and supportive way.
- 4.5 Pupils develop a clear sense of their capabilities, know what they need to do to improve, evaluate their performance and are able to set themselves realistic targets.
- 4.6 Pupils are able to reflect how they learn and what successful strategies are for themselves.

5. Literacy

- 5.1 All subjects require a good facility in language in order to access them. Balcarras recognises that, for literacy to play an important role as a vital instrument of learning, teachers across all curriculum areas need to create an environment which provides contexts and conditions to facilitate the development of the core skills of speaking, listening, reading and writing. In order to achieve this the following fundamental principles will underpin our literacy strategy:
- 5.2 **All teachers in the school are teachers of literacy**
- All members of the school community will model high standards of literacy and have high expectations of literacy in their classrooms.
 - Model effective examples of successful speaking and listening for students, showing them how to use language precisely and coherently. Teachers will place explicit value on classroom speak as well as written work recognising that discussion of topics is usually an essential precursor to any written work.
 - Members of staff will celebrate students' achievements in literacy and departments will share good practice by exhibiting or exemplifying students' work.
 - All teachers will set high expectations, in accordance with the Balcarras minimum standards, in terms of presentation using accurate punctuation, correct spelling, Standard English and legible handwriting.
- 5.3 **All teachers should receive training on being teachers of literacy.**
- Specific training will be given during INSET sessions either by the Literacy Lead, literacy expert or external speakers.
 - Each department has a Literacy Representative who will attend meetings with the Literacy Lead and disseminate information back to their department.
 - There will be specific literacy training for new staff to Balcarras as part of their induction process.
- 5.4 **Literacy development should be a feature of programmes of study and should be a key part of departmental development.**
- Departmental resources identify specific opportunities to develop literacy skills whether this be through reading, writing or class discussion. Where appropriate, literacy objectives will be embedded into lessons.
 - Assessments and extended writing tasks may feature specific literacy success criteria and specific literacy targets may be set accordingly.
 - Teachers will explicitly teach reading skills and strategies including skimming, scanning and synthesising information.
 - Teachers will explicitly teach both tier 2 and tier 3 vocabulary in their lessons. Teachers will provide appropriate resources e.g. word banks, glossaries etc.

- 5.5 **We are a school that believes in the fundamental importance of reading in the development of our young people.**
- Promote reading for pleasure as well as for the development of literacy and communication skills through the Library and national events like World Book Day and Cheltenham Literature Festival.
 - All students are aware of and encourage to engage with the Balcarras literary canon.
 - KS3 and KS4 tutor groups should have at least one tutor time a week dedicated to reading.
 - Encourage use of the library and promote library events. The librarian will ensure that there are range of events in the library for example: book sales, book mates club.
 - Visiting writers, poets, parents/carers and prominent members of the community are invited to Balcarras to share their love of reading with the students.
 - Encourage wider reading and independent reading in a variety of forms including newspapers, books and magazines. Subjects will promote this through display and the VLE. Wider reading booklets are provided for KS5 pupils.
- 5.6 **We believe in a partnership with parents that sets out the importance of literacy development in the progress of students.**
- Encourage parents to take an active role in the encouragement of reading; celebration events will support this.
 - Inform parents of literacy events and promote these through the school newsletter, social media and magazine.

6. Numeracy

- 6.1 We believe that developing Numeracy skills is a key requirement that will support the learning of our students across the curriculum and equip them with essential skills for life.
- 6.2 Being numerate goes beyond simply doing basic arithmetic. It means having the confidence and competence to use numbers and think mathematically in everyday life; to interpret and process numbers, measures and interpreting and presenting data. It requires recalling mathematical techniques and an ability to solve problems in a variety of contexts.
- 6.3 This section of the teaching and learning policy aims to:
- Raise awareness across the whole school of the relevance and importance of Numeracy skills.
 - Identify numeracy needs across all subjects.
 - Increase consistency by adopting a whole-school approach for certain topics.

6.4 Responsibilities

Numeracy co-ordinator

- Make sure all numeracy links with different subjects are mentioned in the Mathematics Scheme of Work for each year group.
- Promote numeracy across the school.

Mathematics teachers

- Be aware of prerequisites and numeracy links with other subjects.
- Support non-mathematics teachers.
- Apply the suggested techniques and way of displaying work as mentioned in the SoW.

Non – Mathematics teachers

- Not say to students sentences such as “I was never any good at maths”!
- Encourage the use of Mental Arithmetic and estimate to check their answers make sense.
- Reiterate the expectation of every student to have a calculator on them at all times.
- Apply the suggested way of displaying work and subject terminology as agreed with the numeracy coordinator.

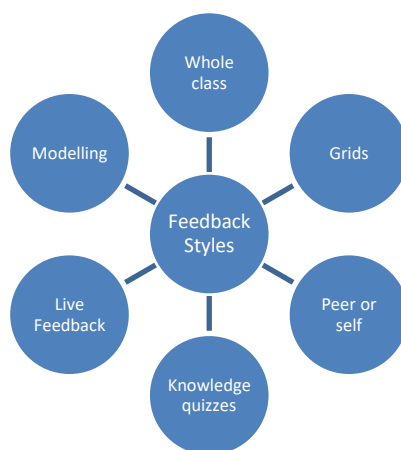
SMT

- Senior staff to be aware of the policy and any updates.
- Teaching and learning lead to liaise with Numeracy coordinator on a regular basis.
- Line Manager for Mathematics department to discuss policy annually.

Appendix 1 -Balcarras School Feedback Protocol

“Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers” (EEF 2021).

- Teachers at Balcarras school will provide regular and meaningful feedback. Whilst each department will have its own practice for assessing work and providing feedback all teachers will adhere to the following core principles:
- Teachers at Balcarras school follow evidence-informed approaches to feedback.
- The recommendations from the EEF form the basis of our feedback protocol. (see overleaf for full summary).
- Teachers must plan for and lay the foundations for effective feedback (see section 1)
- All teachers must deliver appropriately timed feedback that focuses on moving learning forward (see section 2)
- Teachers must plan for how pupils will receive and use feedback (see section 3).
- As outlined in sections 4 and 5 of the EEF document, feedback may follow two methods (written and verbal).
- We do not expect to see books which have ‘marking’ or ‘ticks’ on every page. We appreciate that not all feedback can be ‘seen’ and a work scrutiny will not evidence all feedback. Key pieces of work, at a suitable point in the learning journey may have more extensive, individualised written commentary.
- We recommend that careful consideration is given over the use of ‘grades’ on work. It can be counterproductive. Effort grades are encouraged.
- The best feedback may take one of the following styles – Explainer pages can be found below.



Quotes to consider:

“Feedback is only meaningful if pupils use it to improve their performance”. (D. Wiliam)

“The research suggests that the act of giving feedback to pupils is one of the most effective strategies contributing towards improving pupil outcomes”.(Chiles 2020)

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations



Feedback Method 1: Whole Class Feedback



What is whole class feedback?

Whole class feedback refers to the process of giving the class collective feedback rather than individual comments. In this way, the teacher can spend more time preparing feedback to support the next steps in pupil learning and less time writing repetitive comments on each pupil's work.

Whole class feedback is not limited to written work, it can be used to support anything from extended writing to practical tasks or from a sketch of still life to a set of short answer questions.

What are the benefits of using whole class feedback?



Ideally suited for specific tasks e.g. exam questions, graph drawing etc.



Detailed, timely feedback given



Identify strengths and common misconceptions



Opportunity to share example answers – show what success looks like



Provide granular next steps to best support progress



Pupils benefit from all advice given, rather than comments only about their work submitted

What might whole class feedback look like?

1. Pupils complete a task e.g. drawing a graph, writing an exam question, creating a mood board, practicing a paragraph or any other task relevant to learning in your subject.
2. Teacher collects in the work (in class or online), looks at it but (normally) does not write on it.
3. Teacher (usually) prepares a whole class feedback grid for the pupils (see below).
4. Teacher shares feedback with the pupils next lesson and pupils act upon this feedback. This will normally take place in class.

- In some cases, the feedback will be fully verbal and so you may not have a feedback grid.
- Whole class feedback covers the most common strengths and misconceptions but sometimes a pupil may still need individualised feedback, such as by writing a comment on their work.

Praise and Key Strengths: Specific examples of what pupils have done well and discuss what makes them effective. This helps pupils see what to do next time. Aim for 3 detailed areas of praise.

Quick Fixes and Misconceptions Quick fixes could be spellings or small factual errors whilst misconceptions may be larger gaps in understanding that need to be retaught. Using an 'Avoid and Instead' structure can add clarity. Aim for 3 (or 4) pairs maximum.

Whole Class Feedback		Class: 10C/G.1 – AGS	Date: 18 March 2024
Task: 15 mark Glaciated Landscapes Mini Assessment			
Praise and Key Strengths	Example Answer		
An excellent attempt at your first Glaciation lined question. Some excellent use of geographical skills to calculate the difference in height, include specific grid references and to locate position of the landform shown in the photo.	A hanging valley is an eroded landform developed by a tributary glacier. Its eroded a V-shaped river valley and is fed by glaciers that start in cirques. These join together and cause the ice to erode powerfully. As erosion is faster into the main glacier, this rock grows against the valley sides and floor (the sandpaper abrasion) and plucking further erodes the valley as meltwater freezes onto rock and this grinds against the rock below the glacier as it flows through the valley. This creates a deep, steep-sided valley. However, small glaciers can only erode shallow valleys as the erosion is much less powerful. This means that when the glaciers melt, the hanging valley is left 'hanging' high above the main valley floor of the glacial trough. Today, a waterfall may be found if a river occupies the tributary valley.		
For the 4 mark question, the best answers make reference to specific processes (plucking and abrasion, not just 'erosion') and write a detailed and well-sequenced explanation of formation. For the 3 mark question, the best answers used a clear structure and referred to both the erosion (Fig 17 illustrated) and that can erode (Lake District) to support ideas too. + and - both included.	Next Steps		
Avoid: Avoiding your grid references back to front. Instead: Go along the number then up the side using the lines that meet in the bottom left corner of the square. 2.	1. Read the example answer for question 5.2 above. Highlight the specific processes in one colour and the sequence of formation in another colour. Then use these ideas to improve your own.		
Avoid: Random facts on what's in AQA but not linked to land use. Instead: Land use = how humans are using the land, so you need to develop your answer to discuss tourism, farming, forestry etc.	2. Use the task on the next page to practice identifying evidence to support specific arguments (i.e. successions/arguments for rural residents or tourists). For each idea in the table, highlight the 'heart' of what it is, then choose one to write a chain of reasoning for.		
Avoid: Deciding management strategies rather than discussing. Instead: To discuss, you must refer to both sides of the issue (even if you're not successful before reaching a judgement).	3. Look through your paper and using the feedback, annotate your answers with improvements in a different colour.		
Avoid: Writing simple ideas without elaboration. Instead: When asked to explain or discuss, ensure you develop your ideas fully to ensure that it answers the question e.g. using specific facts names or examples to support your ideas.			

Class, Date, Task: Add the class, feedback date and the question/task completed.

Example Answer: A short pre-written answer either by the teacher, a pupil or an examiner report is shared here and discussed / annotated. Or this section could be left blank and the class could write the model answer together.

Next Steps: Give the pupils granular, actionable tasks that allow them to improve their work and also give them the opportunity to apply this to a new idea or piece of work. Pupils can be directed to specific tasks to complete. Aim for a maximum of 3 tasks.

Feedback Method 2: Knowledge Quizzes



What are knowledge quizzes?

Making use of regular knowledge-based quizzes is excellent spaced retrieval, and when combined with teacher feedback can be an incredibly powerful tool to support student progress.

As well as supporting spaced retrieval, the quiz can be used to identify both quick fixes and misconceptions. In this way, the results of the quiz can be used to prepare feedback and support responsive teaching.

What are the benefits of using knowledge quizzes?



Ideally suited for assessing knowledge of key words, facts, formulae or concepts.



Detailed, timely feedback given



Identify strengths and common misconceptions



Opportunity to share example answers – show what success looks like



Provide granular next steps to best support progress



Students benefit from all advice given, rather than comments only about their work submitted

What might knowledge quizzes look like?

1. Students complete a 10-20 question quiz e.g. using mini whiteboards or Microsoft Forms.
2. If an electronic quiz, answers will be auto-marked so students receive an instant measure of progress. Teacher reviews the responses and adapts as necessary.
3. Teacher prepares whole class feedback for the students – the feedback may be fully verbal or this may take the form of a feedback grid or may use the graphs generated by Microsoft Forms.
4. Teacher shares feedback with the students next lesson and students act upon this feedback.

- The exact quiz content and format will vary between subjects.
- Electronic quizzes are more data-rich than paper-based quizzes, meaning teacher feedback is more meaningful. If however you opt for a paper quiz, they should be self-assessed not peer-assessed as this improves memory of the correct answer in future (known as the hyper-correction effect).

Strengths: Outline specific examples of what students have done well and discuss what makes them effective. This helps students see what to do next time. Due to the nature of knowledge quizzes, this is likely to refer to ideas such as accurate factual recall, knowledge of key terms etc.


Improvements: these could be spellings or small factual errors whilst misconceptions may be larger gaps in understanding that need to be retaught.

Add the class name and the quiz title.

Mean score: it is often helpful to calculate the mean class score.

This gives a measure of whole class progress and understanding, and students can consider their performance comparatively.

Map Skills Feedback

Total responses	What went well...	Even better if...
21 100% completed	<ul style="list-style-type: none"> ✓ Finding the topic text from the VLE and using Forms! ✓ Nearly everyone remembered that you go along the corridor and then up the stairs ✓ Most people knew a world map shows the oceans / continents ✓ Everyone could identify a compass! ✓ Accurate use of compass points ✓ Good symbols knowledge! 	<ul style="list-style-type: none"> ➤ Remember that a simple map is called a topological map ➤ When writing the 4 figure grid reference, always make sure it has 4 numbers e.g. 94 11 – not just 4 1 1 ➤ Church with a tower has a square but a church with a spire has a circle – like this: 

When discussing these in class, it may be helpful to show the original quiz so students can see the relevant questions rather than needing to recall them from memory.

Microsoft Forms graphs: Microsoft Forms will automatically generate a graph for each question which can be valuable to share with students during the feedback process.

5. You now have stable electricity so you can buy a fridge and your children can do their homework at night. What income level would you be on? (3 point)



Feedback Method 3: Live Feedback



What is live feedback?

Live feedback can be combined with whole class feedback or used independently to support student progress. This can take place during the lesson (such as whilst students are working on a task) or at the start of a new lesson.

Live feedback is where the teacher uses a visualiser or other method to review a model answer (from the exam board or written by you) or a student's work as a class. This method of feedback is not limited to exam questions, but may be used to review any kind of learning from graphs to poems or from calculations to sketches.

Working with the class, the teacher will identify elements of the work that meet success criteria and areas to improve (misconceptions / quick fixes). Students should then use this to improve their own work.

What are the benefits of using live marking and feedback?



Ideally suited for modeling good practice



Detailed, timely feedback given



Model strengths and common misconceptions



Opportunity to share example answers – show what success looks like



Model how to complete next steps to best support progress



Students benefit from all advice given, rather than comments only about their work submitted

What might live marking and feedback look like?

1. Students complete a meaningful task – written or practical.
2. Teacher reviews the responses – within or after the lesson depending on the nature of the task.
3. Teacher (probably) prepares a whole class feedback grid for the students. If taking place during the lesson, this is unlikely as the feedback is more 'in the moment'.
4. Teacher then uses an example to model what excellence looks like and to identify necessary improvements or next steps. The example used can be from a student in the class, teacher-prepared, from the exam board etc. In a classroom environment this is likely to take place in the moment, but if being used for remote learning, this could be live or pre-recorded.

Success criteria: Identify the success criteria that you are looking for in the example response.

Strengths: Outline specific examples of what students have done well and discuss what makes them effective. This helps students see how to improve their own work or what to do next time.

Improvements: Discuss any other improvements that could be made, linking to the success criteria.

After the class discussion, give students time to use these ideas to improve their own work.

Annotations on the student work:

- Clearly evaluating point sentence
- Why this initial judgment was made
- Well developed ideas (chains of reasoning)
- Counter arguments introduced with evidence to support.
- Specific use of evidence to support
- Reference to temporal extent of energy source usage
- Clear conclusion made using extent-a-meter

Success criteria legend:

- Point
- Evidence
- Explain
- Evaluate
- Link

Feedback Method 4: Structured Modelling



What is structured modelling?

Careful modelling gives students feedback and guidance before they begin writing or completing a task independently. In this way, the teacher is able to dispel any misconceptions before the students begin. In addition, by modelling what excellence looks like, students are more able to access the task independently. This in turn is likely to reduce the amount of feedback needed after the task.

Successful modelling often (but not always) makes use of the 'I-we-you' approach. The class deconstruct a model answer together (led by the teacher) and discuss what makes it a high quality answer, the teacher then writes a live model with the class, the students then complete a partially-completed example, before finally the student then completes the task independently.

What are the benefits of using structured modelling?



Ideally suited for specific tasks e.g. exam questions, graph drawing etc.



Detailed, timely feedback given



Challenge common misconceptions before students complete independent tasks



Develop students' confidence with scaffolds removed over time



Model what excellence looks like



Students benefit from all advice given, rather than comments only about their work submitted

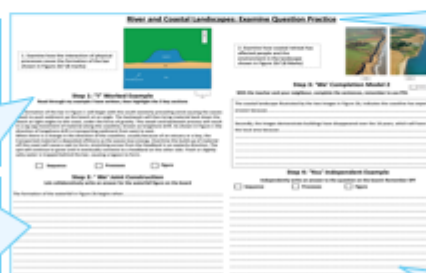
What might structured modelling look like?

1. Prior to the lesson, the teacher will design the 'I-we-you' activity or worksheet for the task.
2. The class will look at the 'I' section together first – a modelled example. Class discussions can focus on addressing misconceptions and identifying what excellence looks like.
3. The class and the teacher will then work together to complete the first 'we' task. This will involve co-constructing an answer together as a class with the teacher writing this on the board and the students writing it into the relevant space on their worksheet.
4. The students will then use the second 'we' task – carefully scaffolded but the students are more likely to complete this part in their pair, or sometimes with the support of their teacher.
5. The students will then complete the final task – 'you'. Here the students will use the instruction and guidance from the previous three tasks to complete this part independently.

➤ In some situations it may be appropriate for the 'I-we-you' structure to be used to complete one task e.g. different paragraphs of one exam question, whereas in other situations it may be preferable for each stage of the 'I-we-you' structure to be slightly different tasks.

Step 1: I do. Discuss the first answer together. This has been modelled by the teacher – either in advance (as shown here) or written live in the lesson. It helps to look for specific success criteria.

Step 2: we do. The teacher works with the students to write a second answer as a class. This makes use of the skills and best practice shown in Step 1: I do. Students write this onto their worksheet as the teacher writes it on the whiteboard.



Choose a topic area. This activity should be based on an area where you expect pupils have misconceptions.

Step 3: we do. The students work in pairs to complete the next idea, with guidance and support from the teacher as needed. This allows students to apply the skills and best practice shown in Steps 1 and 2 but with clear scaffolding.

Step 4: you do. The students now work independently to complete the final task. The success criteria from Step 1 are shown to give guidance to students. The task should be connected to the earlier activities but also distinctly different to allow students to apply the skills and best practice shown in Steps 1, 2 and 3.

Feedback Method 5: Self & Peer Assessment



What is self & peer assessment?

William (2018) suggests that feedback should incorporate both self and peer assessment. However, self and peer assessment needs to move away from vague WWW and EBI statements and instead focus on specific success criteria. The exact criteria will vary by both subject and key stage, but are likely to refer to subject specific knowledge or the use of key words or skills. The success criteria may be created as a class or may be pre-determined by the teacher. At KS4 and KS5 it is likely that the success criteria will link to aspects of exam board mark schemes.

What are the benefits of using self & peer assessment?

Ideally suited for specific tasks e.g. exam questions, graph drawing etc.	Detailed, timely feedback given	Makes use of specific task-related success criteria
Success criteria can be created by the teacher or as a class	Provide granular next steps to best support progress	Opportunity for collaborative working

What might self & peer assessment look like?

- The teacher sets out clear success criteria for a task. These could be developed with the class or created by the teacher in advance of the lesson.
- The class discuss the success criteria together with the teacher potentially modelling aspects to the class.
- The students complete a task using the success criteria to guide them.
- The teacher gives direct instruction as to how the self or peer assessment will be conducted, ensuring clear links between the feedback given and the success criteria for the task. The teacher must ensure that there is a culture of improvement in the classroom.
- Students use the feedback to make granular improvements to their work.
- At an appropriate time depending on the nature of the task, the teacher may then provide further feedback, such as in the form of whole class feedback, though this is not compulsory.

➤ Self and peer assessment should follow best practice from Stuart Boon (2020): "For peer assessment to have an impact on learning, students need: training to peer assess effectively, which includes using prompts, checklists of criteria, teacher modelling of how to assess work and regular practice, to be given time to discuss and reflect on feedback given to improve work, guidance on working collaboratively so that they are able to use talk in ways that enable them to hypothesise, reason and critique."

Success criteria: Identify the success criteria that you are looking for in the example response prior to starting the task.

Peer comments: The peer highlights specific WWW and EBI comments to summarise the feedback.
If handwritten, the EBI must be specific and ideally able to be completed in 5-10 minutes.

Peer Review	Teacher Feedback
<p>1. Identify the success criteria for the task.</p> <p>2. Read the student's work and identify the success criteria that have been met.</p> <p>3. Write down the success criteria that have been met.</p> <p>4. Write down the success criteria that have not been met.</p> <p>5. Write down the success criteria that have not been met.</p> <p>6. Write down the success criteria that have not been met.</p> <p>7. Write down the success criteria that have not been met.</p> <p>8. Write down the success criteria that have not been met.</p> <p>9. Write down the success criteria that have not been met.</p> <p>10. Write down the success criteria that have not been met.</p>	<p>1. Read the student's work and identify the success criteria that have been met.</p> <p>2. Write down the success criteria that have been met.</p> <p>3. Write down the success criteria that have not been met.</p> <p>4. Write down the success criteria that have not been met.</p> <p>5. Write down the success criteria that have not been met.</p> <p>6. Write down the success criteria that have not been met.</p> <p>7. Write down the success criteria that have not been met.</p> <p>8. Write down the success criteria that have not been met.</p> <p>9. Write down the success criteria that have not been met.</p> <p>10. Write down the success criteria that have not been met.</p>

Peer review: Peer looks at the piece of work then circles or highlights the success criteria that has been met.

Teacher feedback: The teacher may give further feedback including effort and attainment grades as well as comments.

After the feedback, give students time to use these ideas to improve their own work before handing it in.

Feedback Method 6: Feedback Grids



What are feedback grids?

Feedback grids use pre-prepared specific strength and improvement statements to give individual feedback to pupils based on a specific task. The statements are likely to match the success criteria for a given task or may be linked to the assessment objectives of an exam question. Statements can therefore be linked to knowledge, application, skills or anything else relevant to the task or subject.

An iteration of this method is that in some cases, feedback may take the form of coded statements so pupils may not be given the grid themselves, but instead the statements for each code may be projected on the whiteboard. Pupils may then write this onto their work before actioning the feedback.

What are the benefits of using feedback grids?



Ideally suited for specific tasks e.g. exam questions, graph drawing etc.



Detailed, timely feedback given



Identify strengths and common misconceptions



Success criteria can be created by the teacher or as a class



Provide granular next steps to best support progress



Pupils benefit from all advice given, rather than comments only about their work submitted

What might feedback grids look like?

1. Pupils complete a task e.g. writing an essay, drawing a sketch or writing an exam question.
2. Teacher collects in the work (in class or online), looks at it but (normally) does not write on it.
3. Teacher completes a feedback grid for each pupil, usually by circling, ticking or highlighting key strengths or areas for improvement (see different examples below).
4. Teacher shares feedback with the pupils next lesson and pupils act upon this feedback. This will normally take place in class.

➤ Feedback grids can also be used to support effective self or peer assessment too – see feedback method 5.

KS3 assessment feedback: teacher reads the response, then highlights the strength or next step (improvement) for each element of the assessment. Pupils can use the highlighted next steps to identify their areas for improvement and write their own target based on this.

Pupil Self-Assessment		Teacher Feedback	
How much effort did you put into your revision and assessment? 1 2 3 4		Total Score / 30	Percentage %
What went well:		Grade Achieved	
Even better if:		Strengths and areas for improvement:	
		Strength	Next Steps
		Correct understanding of your chosen sport/ task.	Provide key part of the chosen sport or language that you were proud of.
		Logical/ clear structure.	Use a range of key words to describe your writing.
		Good use of key words to describe your writing.	Include a range of facts & examples to support points.
		Clear use of topic and evidence to support points.	Give detailed information to describe key ideas.
		Detailed descriptions with developed points.	Use 'this means that...' to fully explain your reasons and ideas.
		Clear choice of reasoning to develop key facts, e.g. 'or' or 'because'.	Make presentation of work appropriate to the task set.
		Well-structured teacher e.g. colour, headings, images.	Check your grid before handing in a piece of work.
		Accurate spelling, punctuation and grammar.	Other:
		Other:	Other:

Space for self-assessment has also been included. It is likely that this will be completed before the teacher feedback to increase teacher awareness of pupil perception of their effort, strengths and improvements.

A Level assessment objectives for essays: space for concluding comments about the key strengths to maintain and areas for development. These can be completed by the teacher or it can be useful for the students to complete this as part of their reflection following the teacher feedback.

Psychology assessment feedback	
Name:	Date:
What went well:	What needs to be improved:
<p>What went well:</p> <ul style="list-style-type: none"> 1. A range of understanding and examples of knowledge or research. 2. A clear and logical structure to the essay. 3. A clear and logical structure to the essay. 4. A clear and logical structure to the essay. 5. A clear and logical structure to the essay. 	<p>What needs to be improved:</p> <ul style="list-style-type: none"> 1. A clear and logical structure to the essay. 2. A clear and logical structure to the essay. 3. A clear and logical structure to the essay. 4. A clear and logical structure to the essay. 5. A clear and logical structure to the essay.

The teacher reads the essay in full, then highlights comments relating to the different assessment objectives that apply to the response. A mark and overall grade (where appropriate) is then given.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.