

# Feedback Handbook

## 2020 - 2021

### Vision

Ambition and high aspirations underpin the academic, broad and balanced curriculum because we want every student to gain the skills to lead successful and fulfilling lives whatever their starting points. We are determined to give our students the very best education possible to enable them to realise their potential and take their place in a rapidly changing society. Preparation for global citizenship, independent thinking, high self-esteem and confidence are all hallmarks of the St John's student. We want our students to make a difference to the future of the planet and our educational programmes seek to bring this goal to fruition. You will see that this is an Academy that believes in the principles of ethical responsibility towards the world we live in – a set of principles we believe sit alongside our educational purpose.

### Ethos

At St John's everyone is valued for who they are and for what they may become, and every student is treated as an individual. The ethos that we strive for unwaveringly is one whereby the students are nurtured in a kind, happy and supported environment. This ethos allows our values of Independence, Challenge and Resilience to be at the heart of everything we do. Our reputation as a caring academy which sets very high academic standards in a disciplined environment is well known. We believe that the quality of our teaching and learning is exceptional but know that our values and ethos are vital if our children are to be successful in an ever changing and demanding world. As an Outstanding Academy, the progress that our students make is consistently better than the national average.



**Contents**

What is feedback?..... 3

Aims of feedback ..... 3

Guiding Principles..... 3

Types of feedback..... 4

Literacy and Numeracy feedback..... 4

Monitoring and Evaluation..... 5

Guidance for Departmental feedback..... 5

Departmental feedback..... 6

## What is feedback?

Feedback can take different forms: peer, self, teacher, written, or verbal. Effective teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback will give students a clear sense of how they can improve, with students responding and making progress as a result. Feedback is about encouraging individuals to ‘close the gaps’ in their own learning and progress. Teachers should never be spending more time marking an individual’s book than students spend time reflecting on and acting on the feedback. We need to be focused on what students are thinking and doing with the feedback we give them.

## 1. Aims of Feedback:

- 1.1. To help students make progress;
- 1.2. To provide strategies for students to improve;
- 1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 1.4. To inform our planning and structure the next phase of learning;
- 1.5. To facilitate effective and realistic target setting for students and/or the teachers;
- 1.6. To encourage a dialogue between student and teacher;
- 1.7. To encourage students to have a sense of pride in their work;
- 1.8. To show students that their work is valued;
- 1.9. To encourage students to aim for the best possible presentation, with a focus on literacy skills.

## 2. Guiding Principles:

- 2.1. Feedback should respond to the needs of the student so that they can actively engage with the feedback;
- 2.2. Feedback needs to facilitate student reflection on ‘Where am I going?’, ‘How am I going?’, ‘Where to next?’
- 2.3. Feedback needs to be specific and precise;
- 2.4. A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students, it is essential to allow time (DIRT; Dedicated Improvement and Reflection Time) for students to read the comments, and begin making improvements;
- 2.5. Students should be encouraged to assess their own work against the learning objectives and success criteria;
- 2.6. Students should reflect on agreed objectives (use of subject specific unit grids/progress trackers) and monitor their progress towards these as a result of feedback given (at key intervals);
- 2.7. Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;
- 2.8. Avoid offering feedback that encourages comparison with others or focuses on empty praise – feedback should use the language of ‘growth mindset’ and effort and ‘be specific, kind and helpful’;
- 2.9. Feedback should inform, and be reflected in, future planning, teaching and learning.

### 3. Types of feedback:

#### Verbal Feedback:

- 3.1. This is the most frequent form of feedback;
- 3.2. It has immediacy and relevance as it leads to direct student action;
- 3.3. Verbal feedback may well be directed to individuals or groups of students;
- 3.4. Students should be encouraged to write down the key points arising out of verbal feedback at key times so that they can reference this for themselves if they need to later on, and so that parents/other teachers can help to support.

#### Written Feedback:

- 3.5. There are two types of written feedback – detailed and maintenance;
- 3.6. The frequency of each type of written feedback will vary between departments and key stages; agreed minimums should be clear in the marking policies of each departmental area;
- 3.7. Detailed feedback will identify the strengths and areas for improvement that students will then act upon (this may be in the form of ‘Stars and wishes’, ‘Goals and strikes’, ‘WWW and EBI’.
- 3.8. Departments should use the yellow stickers to ensure effort is focused on in the feedback and so that the marking is clearly visible to students, teachers and parents;
- 3.9. Interim maintenance marking may identify specific issues such as key words, literacy and presentation issues; students should act upon these.

#### Peer Feedback:

- 3.10. Effective peer feedback is rigorously structured and modelled by the teacher;
- 3.11. Written peer feedback should be clearly titled and underlined as ‘Peer Feedback’ and it should include the name of the student giving the feedback;
- 3.12. Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

#### Self-feedback:

- 3.13. Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;
- 3.14. Teachers should share success and/or assessment criteria where appropriate;
- 3.15. Students should be encouraged to reflect on agreed termly objectives/criteria (use of subject specific unit grids or progress trackers) and monitor their progress towards these as a result of feedback given (at key intervals);

### 4. Literacy and Numeracy feedback

If the literacy standards of our students are going to improve we must all give appropriate and targeted feedback. If you teach in English, you are a teacher of English. For students to take pride in their work they must realise that spelling, punctuation and grammar (SPaG) are not just important in English lessons but are essential for successful communication everywhere.

- 4.1. Where appropriate, in assessed pieces of work, teachers should use the St John's Literacy Marking codes to give feedback on SPaG errors made by students
- 4.2. Common mistakes e.g. spelling of key words, possessive apostrophes, 'could of' instead of 'could have' should be highlighted to the class and the correct format explicitly taught.
- 4.3. Students should be expected to use self-feedback to proof read their work. Encourage them to identify common mistakes and reward students who identify their own errors.

### 5. Monitoring and Evaluation

- 5.1. Subject Leaders must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects
- 5.2. Subject leaders undertake quality assurance to ensure feedback is allowing students to progress in their learning. This may involve informal conversations, or more formal interviews with students, book scrutiny; moderation and standardisation opportunities etc.

### Guidance for Departmental Feedback Policies

#### ***Non-negotiables that should underpin departmental feedback policy***

1. Yellow stickers or yellow progress trackers/target sheets must be used for detailed written comments, to ensure parity of approach and to make feedback easily identified;
2. Feedback should not focus on grades or levels – this can be given separately afterwards if necessary;
3. Regular feedback, depending on how often a teacher sees a class, needs to be given on how individuals can 'close the gap'. Regularity will be outlined by the departmental policy, and balance timely feedback that helps students to progress with impact on teacher workload.
4. Progress trackers for each subject unit should be devised and regularly revisited and reflected on by students (see Science; Art; Geography for good examples); Key Verbal Feedback must be summarised by students and written down on progress trackers/target sheets so all subjects have a progress record.
5. Feedback needs to be specific and precise;
6. Detailed feedback needs to balance what went well with what the next steps need to be;
7. Dedicated improvement and reflection time (DIRT) must be built in as part of the feedback process (it could be done as homework) and is essentially giving students the opportunity to try again, to make improvements based on the feedback given - DIRT work should be labelled as such;
8. Feedback needs to foster growth mindset language; avoid focus on intelligence or ego;
9. Feedback to PP and underachievers needs to be 'doubled up' – written comments plus verbal reinforcement;
10. All teachers are responsible for offering feedback in terms of Literacy as outlined in the Literacy policy;
11. Self and peer assessment/feedback needs to be used effectively; self and peer assessment should be labelled as such;
12. Tick and flick and empty praise, is not effective feedback or use of time;
13. Departmental feedback policies need to be manageable in terms of workload and foster 'minimum input but maximum impact'.

## FACULTY MARKING AND ASSESSMENT

HUMANITIES (GEOGRAPHY/HISTORY/TRAVEL & TOURISM/ POLITICS)			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3	2 per fortnight	1 per term (Minimum)	<ul style="list-style-type: none"> <li>• 1 formal homework piece will be set per term</li> <li>• Student work will be marked once per term</li> <li>• Assessments will be completed in 3 out of the 6 terms</li> <li>• In the remaining 3 terms a “Key piece” of work will be submitted and marked</li> <li>• Yellow stickers will be used to mark both assessment pieces and “Key pieces”</li> <li>• Students will therefore receive 6 yellow stickers with feedback and targets over the course of the year</li> <li>• Students will record and reflect on their progress throughout the year via a tracker sheet inserted in the front of their exercise books</li> </ul>
GCSE	5/6 per Fortnight	2 per term (Minimum)	<ul style="list-style-type: none"> <li>• At least two homework pieces will be set per term</li> <li>• Students will complete one formal assessment per term – One of the termly homework tasks will be associated with the assessment</li> <li>• Formal assessments will be marked by teachers and yellow stickers will be utilised to feedback and set targets. Students will therefore receive termly feedback on their progress</li> <li>• After each assessment students will reflect on their progress. They will fill in a tracker sheet which will be inserted in their exercise books or kept in an assessment folder</li> <li>• Teachers may set additional homework tasks and mini-assessments where deemed necessary. These may be peer marked, self-marked or marked by teachers; yellow sticker may also be used for these pieces</li> </ul>
A-Level & Btec	9 per fortnight	4 per term (minimum)	<ul style="list-style-type: none"> <li>• A minimum of four homework / assessment pieces will be set per term. Where students have two teachers this equates to a minimum of two pieces per teacher per term.</li> <li>• Teachers may set more pieces at their discretion</li> <li>• Staff may utilise mark sheets to help with progress and identify targets. Alternatively yellow stickers may be used</li> <li>• Assessment will occur throughout the course and at the end of each unit of study. Formal assessment and feedback will take place after Year 12 exams and Year 13 mocks</li> </ul>

<b>PHILOSOPHY AND RELIGION, SOCIOLOGY, PSYCHOLOGY AND WELLBEING</b>			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3	2 per fortnight	2 per term	<ul style="list-style-type: none"> <li>Once per term – to include self/peer/or teacher assessment</li> <li>3 formal assessments with extensive feedback given once every 2 terms (i.e. 3 across the year)</li> <li>Students will have 3 formal assessments throughout the year as detailed above – they will have a review sheet in the front of their exercise book which will record their marks for that task and where they can show evidence that they have reviewed their work and set targets for improvement. Students will also have a YELLOW record sheet given that summarises feedback for themselves, and the class that will be stuck into their books after each assessed task.</li> <li>.</li> </ul>
GCSE	2 per fortnight	2 per term – mainly exam question practice	<ul style="list-style-type: none"> <li>Once per term – to include self/peer/ or teacher assessment</li> <li>3 formal assessments with extensive feedback given once every 2 terms (i.e. 3 across the year)</li> <li>Students will have 3 formal assessments throughout the year as detailed above – they will have a review sheet in the front of their exercise book which will record their marks for that task and where they can show evidence that they have reviewed their work and set targets for improvement. Students will also have a YELLOW record sheet given that summarises feedback for themselves, and the class that will be stuck into their books after each assessed task.</li> <li>In addition to the 3 main assessed tasks there may be exam questions in class that may be self or peer assessed. Where this is done this will be marked as such by students.</li> </ul>
A' Level	9 per fortnight	2 formal pieces per term i.e. essays to be written	<ul style="list-style-type: none"> <li>1 essay marked per term with extensive feedback given including a marksheet which indicates their marks and clearly indicates the criteria needed for a student to progress to the next level.</li> </ul>

<b>PE (DANCE)</b>			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3	2 per week	n/a	<ul style="list-style-type: none"> <li>Verbal feedback provided regularly. Formal assessment at end of each term.</li> </ul>
GCSE	5/6 per week (mix of practical and theory lessons)	3-4 per term	<ul style="list-style-type: none"> <li>Students assessed with end of unit assessments and feedback given in relation to target grades.</li> <li>Homework marked using yellow stickers (or student marked) as appropriate.</li> <li>Verbal feedback given during practical lessons and students assessed at the end of each term.</li> <li>Student books marked on a termly basis, yellow stickers used to provide feedback.</li> <li>Homework set 3-4 times a term but at teachers' discretion. Marked with feedback on completion.</li> </ul>
A' Level	8/9 per fortnight	Weekly (at teacher's discretion)	<ul style="list-style-type: none"> <li>Students assessed with end of unit assessments and feedback given in relation to target grades.</li> <li>Homework set weekly but at teachers' discretion. Marked with feedback on completion.</li> </ul>
Btec			<ul style="list-style-type: none"> <li></li> </ul>

<b>COMPUTING (IT/BUSINESS/ECONOMICS)</b>			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3	1 per week	Minimum of 2 per term	<ul style="list-style-type: none"> <li>Students to be assessed at the end of each topic</li> <li>Progress &amp; assessment feedback to be logged in tracker</li> <li>Students to be given time to reflect on feedback</li> </ul>
GCSE	5/6 per fortnight	Minimum of 3 per term	<ul style="list-style-type: none"> <li>Teachers to mark all homework and give feedback to students</li> <li>Students to be given exam style assessments at least once per term</li> <li>Students to be given time to reflect and improve on all marked work</li> <li>Teachers should keep a mark sheet to track progress, identify issues and plan interventions, in line with targets</li> </ul>
A' Level & BTEC	8/9 per fortnight	Minimum of 5 per term	<ul style="list-style-type: none"> <li>Teachers to mark all homework and give feedback to students</li> <li>Students to be given exam style assessments at least twice per term</li> <li>Students to be given time to reflect and improve on all marked work</li> <li>Teachers should keep a mark sheet to track progress, identify issues and plan interventions, in line with targets</li> </ul>



<b>MATHS</b>			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3		For teachers, the marking of books is to be done on approximately a three week cycle using the school's yellow stickers.	<p>A level will not be given when classwork is marked to stop students obsessing over grades and shift the focus to their targets for improvement. Targets should be specific and actionable.</p> <p>Assessments will be graded against the standard along with targets of how to improve.</p> <p>Targets need to focus on improvement and be SMART targets. There needs to be challenging appropriate to that student.</p>
GCSE			<p>A level will not be given when classwork is marked to stop students obsessing over grades and shift the focus to their targets for improvement. Targets should be specific and actionable.</p> <p>Assessments will be given a GCSE grade with targets of how to improve.</p> <p>Targets need to focus on improvement and be SMART targets. There needs to be challenging appropriate to that student.</p> <p>The grades could be 'working towards'. For example if a student has been working on simultaneous linear equations, but has not yet mastered them, the teacher could write 'working towards grade 6'.</p>
A' Level			A detailed target is to be given of how to improve.

<b>ENGLISH (MEDIA/CLASSICS/LATIN)</b>			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3	8 lessons a for	Twice a term	<ul style="list-style-type: none"> <li>Students will complete a short 'mini-milestone' in the first half of the term as a practice for the final assessment. There should be a positive comment and at least one target.</li> <li>Teachers will then mark a final assessed piece towards the end of each term. Teachers should use the standard indicator examples to evaluate the attainment level of the student. Teachers should then write a positive comment and at least one target for improvement- this should incorporate language used in the GCSE mark schemes.</li> <li>Mini-milestones and end of term assessments should be completed in students' books or written on paper and then stuck in.</li> <li>Summative assessments will act as students' end of term assessments in the relevant terms.</li> <li>Teachers are encouraged to use self and peer assessment regularly in class.</li> </ul>
GCSE		Two pieces of work should be formally assessed each term. One for literature and one for language.	<ul style="list-style-type: none"> <li>In the first of two terms language and literature will be assessed with a short mini-milestone activity with written targets and feedback.</li> <li>In the second of two terms, the assessment piece will be their final controlled assessment marked according to the GCSE specification and mark scheme, assessments will be timed.</li> <li>At least one positive comment should be made on the mini-milestone and assessment and should relate to the assessment criteria.</li> <li>Year 11 mocks/year 10 exams will act as students' formally assessed work for relevant terms.</li> <li>Self and peer assessment should be used as much as possible and relate to the assessment criteria.</li> </ul>
A' Level		Minimum of two pieces of work should be formally assessed each term (one from each teacher).	<ul style="list-style-type: none"> <li>All Year 12 and 13 students should have a book for each teacher.</li> <li>At least one positive comment should be made on the mini-milestone and relate to the assessment criteria.</li> <li>Mocks will act as students' formally assessed work for that term.</li> <li>Self and peer assessment should be used as much as possible and relate to the assessment criteria.</li> </ul>
Btec			<ul style="list-style-type: none"> <li></li> </ul>

<b>MFL (FRENCH/GERMAN/SPANISH)</b>			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3	Year 7 – 6 a fortnight		Books marked once per term. Word Wiz/Spelling once per week. Assessment x 2 Other homework at teacher's discretion
	Year 8 – 3/6 a fortnight		Books marked once per term. Word Wiz/Spelling once per week. Assessment x 2 Other homework at teacher's discretion
	Year 9 – 3/6 a fortnight		Books marked once per term. Word Wiz/Spelling once per week. Assessment x 2 Other homework at teacher's discretion
GCSE	Year 10 – 6 a fortnight		Books marked once per term. Word Wiz/Spelling once per week. Assessment x 2. Speaking questions completed termly (and marked with opportunity for redraft). Other homework at teacher's discretion.
	Year 11 – 5 a fortnight		Books marked once per term. Spelling once per week. Mock exams December. Other homework at teacher's discretion. Preparation for Controlled assessments (marked with feedback).
A' Level	Year 12 – 9 a fortnight		Spelling once per week. Regular research tasks. Grammar tests 2/3 times per term. Essays twice per term. Speaking questions preparation once per term. Assessments once per 2 terms. Mock A' level in July.
	Year 13 – 9 a fortnight		Spelling once per week. Regular research tasks. Grammar tests 2/3 times per term. Essays twice per term. Speaking questions preparation once per term. Assessments once per 2 terms.

DESIGN TECHNOLOGY (FOOD/HOSPITALITY/TEXTILES/GRAPHICS/PRODUCT DESIGN)					
Key Stage	Lesson frequency		Marking format and frequency		
KS3	2 a week Year 7		RM and Graphics	Food	Textiles
			Students rotate through 4 subjects per year. In each subject they will receive a formal mark for making and for folder work. They receive a formal mark during their folder/design work for a significant piece of work, this is often at the end of the design stage and includes a number of pieces of class work and homework. Additionally students receive regular AFL feedback via peer, verbal and self-assessment. For peer and self-assessment students select from a comment bank which forms part of the scheme of work. Theory is assessed in an end of unit test. Year 8, 9 are the same as year 7 but students only rotate through 3 subject areas.	As RM and Graphics	As RM and Graphics
	Year 8 and 9			As RM and Graphics	As RM and Graphics
GCSE	5/6 a fortnight		Theory work is assessed through regular testing and using the year 10 and mock exams. Verbal feedback is given during lessons. Peer and self-assessment are used regularly. Folder work is assessed in accordance with the exam board criteria with feedback being given at regular milestones which correspond to the exam board coursework assessment points.	Theory work is regularly teacher assessed and through the use of the mock exam. Tests are carried out on a termly basis at the end of topics. Practical work is peer assessed in most lessons and regular verbal feedback is given from the teacher. Formal practical assessment is carried out approx. 1-2 times per term in accordance with the exam board criteria. Practice NEA tasks are carried out throughout the year in preparation for year 11.	Work is self, peer and teacher assessed. Students record their practical work and associated theory in their sketchbooks. Students use work books in parallel with their practicals. Mock exams are held in term 6.
A' Level	8/9 a fortnight		Theory work is assessed through regular testing and using the mock exams. Verbal feedback is given during lessons.	Theory work is assessed through regular testing using questions from past papers, practical work, testing at the	Work is self, peer and teacher assessed using

		<p>Peer and self-assessment are used regularly. Course work is assessed in accordance with the exam board criteria with feedback being given at regular mile stones which correspond to the exam board coursework assessment points.</p>	<p>end of topics and the mock exam. Coursework is assessed in accordance with the exam board criteria with regular feedback given. Practical work is carried out as part of the coursework project. Regular verbal feedback is also given along with self-assessment opportunities during revision.</p>	<p>the exam board criteria for UNIT 2 Students receive regular formal feedback at the end of each teaching section of the coursework Mock exams are held in term 2</p>
--	--	--	---	--

<b>SCIENCE (BIOLOGY/CHEMISTRY/PHYSICS/FORENSICS)</b>			
Key Stage	Lesson frequency	Homework frequency	Marking format and frequency
KS3			Each of the 6 terms has one test - teachers mark the test. The teacher goes through the test and students then act upon feedback on which areas of the test they find most difficult (e.g. many students produce flash cards). This 'acting on feedback' is given in to the teacher and 'marked' by acknowledgment/effort. There are also 2 other marking points per term. One teacher assessed and one peer assessed. This varies each term but is consistent within a particular term across a year group. These include such things as 'Practical write up', 'The Big Question', 'Applied task' or 'Project'
GCSE			The work is broken up into groups of 5-7 lesson topics. At the start of each of these topics students are given an assessment grid to show the work we are covering. The marking form teachers on all this is as follows: teacher mark a 20 mark test at the end of each topic. The teacher then goes through the test and students then act upon feedback on which areas of the test they find most difficult (e.g. many students produce flash cards). This 'acting on feedback' is given in to the teacher and 'marked' by acknowledgment/effort
A' Level			Very similar to KS4 but with more self/peer assessment with homework questions.
Btec			