

Feedback Policy

Rationale:

The purpose of feedback is to improve students' capability. Therefore, the quality of feedback is measured through the improvement in students' ability – there is no need to evidence that verbal feedback has been given, or to write personal comments in students' books unless it is as part of a wave 1 intervention. Staff will never be asked to evidence feedback given to students, or that the student has responded to feedback – feedback is inherent throughout lessons and if done well will result in an improvement in student capability – student progress will be the only indicator used to determine the quality of feedback.

At Queen Elizabeth's Academy staff give feedback through a range of methods in lessons. The two most prominent examples you will see of this are regular questioning of students in the classroom and regular monitoring of student work in the 'you do' section of the lesson in order to give students 'live feedback'.

During the 'I do' and 'we do' section of the lessons teachers may use a variety of methods in order to ascertain whether the group is ready to 'move on' and to provide precise verbal feedback to students:

- Regular questioning of all students using a range of lower order and higher order questioning. Teachers 'learn to love' lower order questions as it allows them to look at student's domain knowledge. Students will receive feedback to their answers, to extend their learning.
- Mini white boards are a good way to determine group thinking, or raising hands to show they know the answer, or raising hands if they agree with the answer or a peer.
- Verbal feedback or highlighting to point out areas of strength and for improvement quickly.

It is through this checking of understanding during lessons that teachers are encouraged to reduce the need for regular written feedback. In line with Rosenshine's Principals of Instruction, teachers aim for an 80% success rate. If 80% of students are unable to demonstrate adequate understanding then teachers should reteach the topic, subsequently not allowing student's time to practice mistakes.

Where appropriate during the 'you do' section of the lesson teachers monitor progress of the students- during this time teachers are encouraged to:

- Monitor progress in order to keep students focussed and on track.
- Teachers should spend a brief amount of time giving individual feedback to a student – if feedback takes longer than that then further instruction is needed and the teacher should assess whether a reteach of the topic/concept is required.
- Verbal feedback- this should be specific, precise and clear and should ensure that the responsibility to improve the work remains with the student.

- When taking books in, teachers are encouraged to make comments about the work as a whole and to give that 'whole class feedback' the following lesson. When delivering whole class marking staff are encouraged to make notes about common errors and add them to the schemes of learning in order to address these potential pitfalls when the topic is delivered in the future.

Each department at Queen Elizabeth's Academy has produced a department guide to feedback to outline what feedback should look like in their department, and to support the delivery of high impact feedback, as appropriate to their subject but in line with the QEA core beliefs:

- Staff ask a high number of questions during lessons to assess understanding, develop thinking and correct misunderstandings
- The purpose of feedback is to improve students' capability – therefore that is how it will be judged.
- Students have the opportunity to engage in tasks that will improve their learning.
- Live feedback is provided to students during 'you do' section of lesson.
- Continuity is ensured in each department by using methods outlined in the department feedback handbook.

