Milford Haven School
Feedback & Feedforward Policy
(Current Version)

Adopted by Policy Committee: 13.05.20

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Policy created and reviewed by: Assistant Headteacher & Deputy Headteacher

Contents

1.1 Our rationale:

We believe in creating an ethos and environment in which our pupils can enjoy learning, and reflect, improve and grow in confidence by taking greater responsibility for their own learning. Assessment for Learning (AFL) is fundamental to learning and is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. "Feedback is just in time, just for me, information delivered when and where it can do the most good"
Professor John Hattie

Feedforward on our pupil's work is an important part of the process of teaching and learning in our school and is part of the assessment process. Feedforward demonstrates a respect for the work produced and indicates pupils strengths and actionable targets. Feedforward will also encourage our pupils to look at errors in a positive manner. Research shows us that "Effective Feedback doubles the rate of Progress" Professor Dylan Wiliam.

We believe the best way in which to understand feedforward is to consider Sadler's notion of the 'gap': feedforward aims to reduce the gap between where the learner 'is' and where he or she is 'meant to be' – that is, between prior or current achievement and the success criteria.

In the context of our school, feedforward (written or otherwise) refers to a qualitative comment, question or verbal feedback or discussion intended directly providing guidance, support and or challenge (national centre for excellence in the teaching of mathematics). Pupils are expected to make improvements to their work in the form of upgrades.

1.2 Our aims and purposes:

- To provide a means of communication between teacher and child, a two way process "The most important feedback is from the learner to the teacher." Professor John Hattie.
- Feedforward is an effective way of keeping the pupil focused on agreed targets and encourages self-assessment and self-correction. The receiver of feedforward should work harder than the person who gave it." Professor Dylan Wiliam.
- To provide an opportunity to assess pupils' work and progress.

1.3. The principles underlying our practice:

- To highlight areas of **strength, set actionable targets and upgrade tasks** at relevant feedforward opportunities.
- To involve students in the **process** where appropriate, including both **self and peer assessment**

1.4. Our process of giving feedforward:

Assessment Feedback and Feedforward: Pupils assessments must be marked thoroughly, going through the whole AfL process, as outlined on the **'MHS Assessment and Feedback Model'**. Therefore, pupils must have the opportunity to study differentiated models and have access to differentiated success criteria before completing the assessment.

Research informs us that opportunities for peer assessment are best completed mid-task, therefore giving opportunities for improvement during the assessment. Teachers need to ensure **spelling, grammar and punctuation errors** are identified, **misconceptions corrected** and all pupils receive an **actionable target** to allow them to develop their skills, knowledge and understanding - closing the gap. Pupils then need to be given sufficient time to upgrade their assessment, achieving their actionable target.

Per Year: Recognition that the amount of feedforward required and next steps identified is related to the number of lessons delivered and the department needs to identify a range and mix of appropriate methods so feedback is manageable.

Lessons per fortnight	Assessment Marking
5+	5
3-4	4
1-2	3

Assessment & Feedback Model: The following exemplification of our assessment and feedback model is summarised on page 12.

Maintenance feedback: **Annotations** on the work produced identifying action points that need addressing or provide an opportunity to extend the learners knowledge e.g. supplemental questions. The feedforward then becomes a learning dialogue.
Marking symbols to be used (SEE 1.5). The **first 3 subject specific spellings** should be identified by staff for pupils to correct. Pupils must then correctly spell it three times, using the 'look, cover, write, check' strategy. Maintenance feedback must be **signed and dated in the margin.** AOLEs may nominate specific pieces of work to

maintenance mark, or have **maintenance marking weeks** to **live mark**, checking pupils' progress and engagement, when directed. Maintenance marking ensures that teachers are checking pupils' understanding and engagement, so individuals can be identified for support and challenge. It will also ensure pupils' work is valued and success celebrated.

Little and often: Not every piece will need detailed diagnostic feedback or feedforward depending on the purpose of the piece, professional judgement and AOLE direction should be used.

Verbal feedback: This will be used throughout the curriculum to identify areas for improvement and areas of strength. Verbal Feedforward should be clarified with learners to ensure they understand – e.g. bullet point.   Verbal feedforward recorded by the pupils using VF abbreviation or other appropriate method. The purpose of VF is to aid clarity and help the learner progress.

Reflection   All feedforward and action points identified to be dated and signed by the teacher and/or pupil depending on who gave the feedback and be acted on by the pupil, in the form of an 'upgrade'.

Comment: Comments to pupils must be **motivational and inspire** them to **succeed, stretch and challenge;** as well as be specific. They should refer to effort and reflect on pupils' growth mind-set principles. Praise the completion of upgrade tasks. **Celebrate success** with them using a range of methods, like stickers or stamps and must be followed with the awarding of class charts points.

Bilingualism   To promote bilingualism, praise comments should also be written in Welsh, using comments such as: Ymrech da = Good effort; Gwaith ysgrifenedig da iawn = Very good written work; Braf gweld gwelliant = Great to see improvement; Gwaith bendigedig = Fantastic work; Gwych – Great; Gwaith cartref ardderchog = Excellent homework; Heb ei orffen = Unfinished.

Proud of work (POW)   The standards we expect our students to follow when they are completing their written or ICT based work are outlined in section 1.9.

Lesson numbers: Recognition that the amount of feedforward required and next steps identified is related to the number of lessons delivered and the department needs to identify a range and mix of appropriate methods so feedback is manageable.

Reflection & Next steps: Need to be subject specific outlining the next steps with a literacy and numeracy element applicable to the subject area. (Year 7 and 8 linked to subject grade/LNF strand and other strands being addressed by the AoLE, Years 9, 10 and 11 linked to the GCSE subject criteria, Years 12 and 13 linked to the AS/A2 subject criteria)

Success criteria: Feedforward should be given using success criteria where appropriate.

Further questions: Added to check understanding/consolidate learning if appropriate.

Whole class feedback: Whole class feedforward (see 1.7) can be used to deal with common class misconceptions using the pro forma available or a method appropriate to the AoLE. Give feedforward with our students when possible, for example, in a guided group as part of the whole class feedforward and next steps discussion.

Pen colour: Peer/self-feedforward and next steps in red and teacher in green. Upgrades completed in a different coloured pen or in a yellow box, as appropriate.

Self & peer assessment: Taught in steps to our pupils to ensure it is fully understood and effective. Pupils give feedforward based on success criteria and learning intentions.

DIRT/Upgrade time: Learners will use 'Upgrade Time' to reflect on their progress, action points and close gaps in their learning. Opportunities identified by the AoLE. (e.g. set as homework/specific class time.) Time needs to be set aside for pupils to consider and act on the areas for development comments (EEF 2016) They should increasingly be responsible for their learning. (DIRT = Directed Improvement and Reflection Time.)

Moderation: Moderation and monitoring of the reflection and action point feedforward by pupils, teachers, directors, senior leadership team and other relevant professionals over the academic year to take place through whole school and AoLE work scrutiny procedures.

Inform planning: Feedforward will inform planning and time should be made for our students to address the areas identified.

Long term supply: Teachers should follow the whole school procedures, under the direction of the AOLE Director.

Reporting: Feedforward should be clearly linked to reporting on progress through the academic year.

Class charts: Students across the key stages are rewarded using our class charts system based on AoLE and professional judgement.

Course requirements: Recognition that the amount of feedforward and next steps identified may need to reflect the exam board requirements at KS4 e.g. controlled assessment conditions, BTEC and Welsh Baccalaureate requirements.

Digital developments: Recognition that the feedforward process outlined can be incorporated into digital developments e.g. use of google classroom

1.5. Whole school agreed marking symbols used:

Sp	Spelling mistake.
√	Well written section, apt and clear
C	Missing or incorrect use of capital letters.
//NP	New Paragraph.
PM	Punctuation mistake.
+	Add forgotten point or word.
O	Circle at the top of a page indicates an aspect that needs upgrading.
VF	Verbal feedback given or stamp or method appropriate to the subject area.
TR	Treiglad; circle part of the word that is incorrect

1.6 Subject outcome and target stickers

At the end of each assessment pupils will write the assessment outcome and target for improvement.

1.7 POW (Proud of work).

The standards we expect our students to follow when they are completing their written or ICT based & written work.

Proud of work.

Remember to **save** all your files to your user area on the Z drive.

Remember to spell **check**, grammar check and proof read all your work before printing.

Remember to use the same **font size** (11/12) within each document you create.

Remember to use the appropriate **font style** (e.g. serif=formal/sans serif=informal).

Remember do **not** indent your paragraphs but do leave a line space between each one.

Remember to use a **consistent** style when you create a presentation (fonts, colours and backgrounds)

Remember not to **clutter** your presentation slides with too much text.

Remember to resize any images in **proportion** so you don't stretch them.

Remember to set the **print area** before you print a spreadsheet.

Remember to **format** all data types appropriately when you are using a spreadsheet.

Remember add a **descriptive** subject line to your emails.

POW

Proud of work.

Starting work:

Gwaith Dosbarth/En Classe or Gwaith Cartref. (Classwork or Homework.)	Date in Welsh/French e.g. 25th Rhagfyr 2023
	The Title of the Work.

Remember to write in **black** or **blue** pen, draw in **pencil**.

Remember to leave a minimum of one **line** between the title and your first piece of writing.

Remember to use a **ruler** when needed

Remember that work from the previous lesson that has been finished and up graded if needed should be <u>underlined.</u>

Remember to produce graphs using the **SPLAT** guide using a pencil and ruler.

Remember to proof **read** each piece of work you produce to check it.

Remember to follow the **punctuation** rules and check if unsure.

Remember to use a spelling **strategy** if you are unsure.

Remember if you make a **mistake** put one neat line through the error and add the correction.

Remember to **peer mark** in red.

Remember to take pride in your work you create and do **not graffiti** in exercise books/folders/planner or on their covers.

Remember to have all the **equipment** you need for each lesson so you can produce amazing pieces of work.

POW

1.8 Monitoring and responsibilities;

This Policy should be used as guidance when giving feedforward to learners. Individual teachers will give feedback within the guidelines of this policy. The director, line manager and senior leadership team and Governors will be responsible for monitoring the policy and practices, ensuring consistency within each AoLE and accuracy. This will be achieved through regular scrutiny of work, planning and discussion with learners. This will identify areas of strength and areas for improvement.

Lessons per fortnight	Assessment per year
5+	5
3-4	4
1-2	3

Landscape from here on will enhance this visual.

Milford Haven School – Assessment & Feedback Model

Milford Haven School
Ysgol Gyfun Aberdaugleddau

MEANINGFUL M	MANAGEABLE H
Must	*Suggested Strategies - How*
Teach	
-Cold task; practise. -Teach the content and skills. -Maintenance marking. -Set assessment task/question.	-Dot marking, literacy marking -Self/Peer-assess -Live marking
Model & Challenge	
-Discuss assessment task/ question. -Model text; differentiated. -Create success criteria. -Complete assessment (Hot) task.	-Boxing up planning (T4W) -Vocabulary warm-up (T4W) -Create assessment ladders -Ensure success criteria is task-specific and pupil friendly. -Self/Peer-assessment: based on the success criteria.
Strengths	
-Teacher assess work in a green pen. -State at least TWO strengths. -Pupils complete literacy corrections.	-Highlight/tick strengths on assessment ladders. -Self/peer assessment; tick or highlight success criteria
Targets & Upgrades	
-Teachers set an 'actionable' target. -Pupils upgrade their work. -Teacher confirms completion.	-Highlight a target from the list of success criteria and select a specific part of the work to improve. -Provide time for upgrades. -Ask a question as an action, or issue an upgrade task, like 'conversion' or 'beat the teacher'. -Whole class targets; use QR codes.

MOTIVATIONAL *Success* **S**

Comments to pupils should be motivational and inspire pupils to succeed, stretch and challenge; as well as be specific. They should directly refer to effort and reflect on pupils' growth mind-set principles. Praise the completion of action and upgrade tasks. A stamp, stickers, class-charts points or oral praise is important to celebrate success.

Marking Codes:

Errors are to be clearly highlighted in GREEN, with the following symbols written in the margin:

Sp: Spelling; underline the part of the word that is incorrect;
PM: Punctuation, including: capital letters, full stops, commas, apostrophes;
C: Missing or incorrect use of capital letters; // NP: New Paragraph.
Tr: Treiglad; circle the part of the word that is incorrect;
O: Circle at the top of the page indicates work needing upgrading;
✓   Tick well written sections that are apt and clear.

The **first 3 subject specific** spellings should be identified by staff for pupils to correct. Pupils must then correctly spell it three times, using the *'look, cover, write, check'* strategy.

CfW 4 Purposes:

Add comments that reflect pupils' achievement of the 4 purposes of the CfW: 'you have been ambitious…you are capable…great engagement with this ethical dilemma…'
Add targets relating to the 4 purposes: 'use more ambitious vocabulary…add a wider variety of enterprising ideas…be more confident when…'

Use Welsh Phrases:

Ymrech da = Good effort;
Gwych = Great;
Heb ei orffen = Unfinished;
Gwaith bendigedig = Fantastic work;
Gwaith ysgrifenedig = Very good writte… …;
Gwelliant fawr = Big improvement;
Braf gweld gwelliant = Great to see an improvement;
Gwaith cartref ardderchog = Excellent homework.

Peer-Assessment ideas:

Discuss and tick from success criteria list.
Swap partners; *'musical chairs'*.
Think, Pair, Share – with a 'purple progress pen' format.
Peer-assess model texts, using exam or success criteria.
Use 'MHS Peer/Self Assessment sheet'

Purpose – to close the gap between current performance and desired future attainment.