



# Fulbrook School Feedback Policy

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	S Clancy	February 2016	March 2016	March 2016	May 2018
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## Fulbrook's Assessment Policy

The purpose of quality assessment is to ensure that all learners are aware of what it is they can do well, what it is they need to improve, and how to make that improvement. Feedback needs to be timely, accessible for learners and focused on moving learning forward. **The feedback needs to be meaningful, manageable and motivating.**

At Fulbrook we understand the power of feedback:

1. Feedback must be recognised as complex and differentiated to suit individual needs.
2. Feedback can take many different forms with will, at times, quite different impacts on student learning.
3. Most importantly, feedback is more effective, when it contains specific details of achievements and the area for improvement.

We expect, for all subjects and all year groups, the following terminology to be used:

**Feed back:** Comparison of the current work with a previous standard. *Where learners are.*

**Feed up:** Comparison of the current work with a target standard. *Where they need to go.*

**Feed-forward:** Explanation of the target standard work based on the current work. *How best to get there.*

These can be used through verbal, non-verbal (e.g. facial expression or gesture) or written methods.

### 1. Verbal feedback

Verbal feedback is given in lessons on an individual basis. Whole class or group feedback will also be used where necessary to direct or redirect the learning. This may be aided by teacher modelling and promoted by teacher questioning. Verbal feedback will not only be given by the teacher and other adults, but by peers and the learners themselves (Assessment for Learning).

There is no requirement to write anything on the work to indicate that verbal feedback has been given.

We will know the impact of verbal and written feedback by:

- Having discussions with the learners
- Having professional dialogue with the teacher about progress
- Seeing improvements over time in the work of the learner as seen in work scrutiny, book looks
- Seeing improvements in pupil outcomes (% of learners on track)

- Seeing interactions between staff and learners during lessons (it is our expectation that staff are touring the classroom in order to deliver effective, individual and immediate feedback to learners)
- Securing improved End of Year pupil outcomes (both attainment and progress)
- Seeing accurate pupil response and/or corrections.

## 2. Written feedback

All written feedback should adhere to the principles of AIR, ie. identify in the learner's piece of work the achievements and area(s) of improvement and an opportunity for learners to respond to the feedback. This will most likely take the form of learners making corrections, improving the work and supporting progress.

Other written feedback should include reference to:

- High expectations of presentation
- Accurate use of Grammar, Punctuation and Spelling (GPS)
- Effort and attitude towards learning

Wherever possible, teachers should aim to give feedback in the lesson, alongside the learner. This way common mis-conceptions can be readily identified. It may be appropriate to give whole class feedback.

### ADDITIONAL INFORMATION FOR TEACHERS

#### Presentation:

1. The date goes on the top line;
2. The lesson title in the centre;
3. Blue pen is used for all written work at Fulbrook;
4. If the child has to cross out, a single line should be used;
5. Red pen is to be used for any written feedback by an adult;
6. Green pen/pencil should be used for self/peer marking.

Some subject areas lend themselves to the use of **AIR Feedback**:

**Achievement** - Teachers should identify the areas in a learner's work where they have succeeded. They should also comment on/praise the effort that has been demonstrated.

**Improvement** - This is where the way in which learners can improve their work/make progress should be made explicit. Preferably, teachers will ask a question or make a specific request, so that learners are expected to write a response, complete some corrections and/or improve their work.

**Response** - It is here where learners write their response, unless the improvement required is in the body of the previous piece(s) of work. The use of purple pen by the learner could signify this.

If using written feedback, it should demonstrate: *where learners are, where they need to go and how best to get there.*

We should:

- establish the marking criteria and share them with learners (with explicit reference to standards in the subject);
- focus written feedback on the established criteria so that learners can see the immediate relevance of comments;
- confirm that learners are on the right track (if they are!);
- guide learners on how they could improve – scaffold or support learners' next steps;
- give feedback that requires interactivity/action by the learner; plan time in lessons (Bell work or set as a homework task) for learners to respond to and act upon the written comments; make effective use of peer marking, as appropriate, and give learners time to reflect/correct.

### **What can we do to help the learners (and ourselves)?**

1. Share driving question (Bell work) with learners before embarking on a task and mark to those learning outcomes (be very specific so that learners can use these as a menu/checklist).
2. Get learners to mark their own work against set criteria/model answers for themselves or for peers.
3. Select key pieces of work which need more 'thorough' feedback by the teacher.

### **Some suggestions:**

- Make use of WWW/EBI (what went well/even better if) or 'three stars and a wish' for peer/self-assessment and/or teacher's written feedback.
- Make use of Fulbrook Fundamentals – in class feedback, questioning and modelling techniques.

### **Policy Summary:**

Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers.

Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Written feed up may play one part of an effective feedback strategy.

Make use of The Fulbrook Fundamentals and high quality first teaching. N.B Aim high – high challenge, work hard – opportunity for feedback, questioning and modelling.

Feedback can come in three forms: non-verbal, verbal and written.

Types of feedback to use: feed back, feed up or feed forward. *where learners are, where they need to go and how best to get there.*

## **Appendix 1**

### **Examples of good feedback**

Feed back – *where learners are*

- *"Good use of a judgement in your conclusion"*
- *"Correct use of Pythagoras's theorem"*
- *"Excellent use of gradual shading to highlight the sunlight in the picture"*

Feed up - *where they need to go*

- *"Make better use of information from within the source to deepen your answer"*
- *"Develop your conclusion by discussing the alternative opinion"*
- *"You need to go into greater depth around the experiment variables".*

Feed forward – *how best to get there*

- *"I suggest you make sure you are rounding up your decimal numbers"*
- *"Develop your conclusion by discussing the alternative opinion"*
- *"When writing up your experiment discuss all possible variables and state how these may affect your results"*
- *"Ensure you are explaining your points using accurate historical dates."*

### **Examples of less effective feedback:**

**"Good work"**

**"Well done for completing..."**

**"All correct"**

**"Complete work"**

**"Use a pen please"**

**"Complete all work next time"**

**"Complete your homework"**