

SIMON BALLE ALL-THROUGH SCHOOL



FEEDBACK PRINCIPLES

Simon Balle All-through School

Feedback Principles

The Simon Balle feedback principles are designed to clarify our view of the purpose and value of feedback, its importance in the learning process, the development of independent learners and its contribution towards realising our vision of 'The Simon Balle Student'. Feedback takes many forms and occurs in lessons through questioning, discussion with the teacher, peer and self-assessment. It also, crucially, takes place through regular and systematic marking of students' work. Whilst a variety of approaches to feedback might be adopted they should be based on the SBAS feedback principles so that all stakeholders can understand the expectations and act accordingly.

Purpose

The purpose of Feedback at Simon Balle is to improve students' performance by empowering them to identify any gaps between their actual and optimal performance. Students need to be able to establish why these gaps occur and identify the strategies required to close the gaps. Student-teacher dialogue is crucial to the student understanding their next steps, but students need to be fully engaged in the process. Hence effective feedback should be **meaningful, manageable and motivational**.

Feedback Principles

Meaningful feedback at SBAS should:

- Be set against clear and relevant success criteria/students' targets where specific areas for improvement are identified and misconceptions are addressed.
- Vary across age and subject.
- Be differentiated so that feedback is appropriate to the ability of the individual student, so it can be understood and acted upon.
- Provide students with the opportunity to reflect in lessons on their feedback, question comments and make improvements to their work in green pen.
- Inform discussions about progress with parents and carers.

Manageable feedback at SBAS should:

- Ensure that there is a collaborative on-going process between the student and the teacher in relation to feedback, marking and target setting.
- Whenever possible, provide an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.

- Be in line with the current SBAS assessment principles which state that the minimum expectation in relation to feedback on summative pieces of work.
 - a) Subjects with 1 or 2 lessons per week:
A minimum of THREE pieces of data/information each term. At least ONE should be a summative piece giving a holistic picture of performance.
 - b) Subjects with 3 or 4 lessons per week:
A minimum of FOUR pieces of data/information each term. At least TWO should be a summative piece giving a holistic picture of performance (one in each half term).

Motivational feedback at SBAS will:

- Make feedback aspirational
- Provide brief but challenging comments which move learning forward
- Cultivate an environment where students take pride and ownership in their work
- Reward and celebrate achievement and progress.

Expectations of Teachers

Teachers are:-

- Encouraged to adjust their approach as necessary and to incorporate the outcomes of the feedback process into subsequent planning and teaching.
- Well organised, planned and have a consistent approach with clear routines in place.
- Expected to use the SBAS marking code (see Appendix 1)
- Expected to ensure that students comply with the SBAS presentation of work guidelines (see Appendix 2)
- Preparing learners with the feedback skills, to identify their successes and improvement needs.
- Acknowledging students' work once they have addressed their misconceptions.
- Responsible for promoting successful literacy & numeracy.

Expectations of students

Students should recognise the value of feedback and be aware of its capacity to improve learning. Any feedback provided by students needs to be:

- Kind, specific and helpful
- Linked to clear success criteria which will provide students with a far better understanding of what excellence looks like.

Students should take pride in the presentation of their work and therefore adhere to the following guidelines when handing in or completing work. They should:

- Follow the SBAS presentation guidelines (see Appendix 1)
- Ensure work is checked before submitting it to the teacher
- Ensure that work submitted is of the highest quality.

Monitoring and evaluation

Regular monitoring, evaluation and review should be conducted by Heads of Department, Heads of Year and the Senior Leadership team to ensure the regularity, quality and nature of the feedback provision across the curriculum. Appropriate dialogues and interventions should take place if issues are identified to ensure that all students receive their entitlement and that feedback and marking is having a positive impact on learning. (See Appendix 3)

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APPENDICES

Appendix 1 - Marking Codes

	Underneath a word = spelling (+ sp in margin) (underneath a letter = capital)
	Underneath the word/phrase = poor expression/grammar
	Between words = punctuation error
	New paragraph needed
	Between words – a word or phrase missing

Appendix 2 - Presentation of Work

At Simon Balle All Through School, students are expected to take pride in their work and present it as neatly and clearly as possible. To help with this, teachers and students will ensure that:

- All work is dated
- All work has a title and headings are underlined
- Students write in ink (blue or black biro or fountain pen) unless the teacher tells them otherwise
- Drawings and graphs are done in pencil
- Underlining is done with a ruler
- There is no graffiti or marking of books and folders, drawings in the margin etc.
- Writing is to the edges of the margin or the edge of the page
- Each page is completed and there are no gaps – avoid wasting space
- Both sides of paper are used

- Handwriting is joined up if possible – neatness is the aim
- Work presented electronically meets the first two requirements above
- Worksheets are stuck into exercise books or filed neatly in a separate folder
- All books are covered with a clear plastic book cover.

Appendix 3 – Work Scrutiny

Simon Balle All-Through School Work Scrutiny	
DEPARTMENT:	YEAR GROUP:
Date:	Member of staff:
Classes sampled:	

	All	Most	Some	None	Notes
Teachers are consistently marking using policy guidelines					
Teachers are consistently marking using relevant success criteria/ WAGOLL					
Feedback identifies specific areas where students need to improve					
Is there evidence of differentiated feedback – are all students suitably challenged and supported?					
Students have responded to feedback (re-drafting, corrections, in green pen, etc...)					
Evidence of peer/ self-assessment tasks marked using relevant success criteria?					
Feedback is having a positive impact on learning and this is evident in subsequent pieces of work? (Story of progress)					
Presentation of books is good and the teacher has picked up on poor presentation?					

Strengths	Areas for development

Appendix 4 - Marking & Feedback Teacher Prompt Sheet

