



# THE KING'S SCHOOL

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## GRANTHAM

## Feedback Policy

### Assessment for Learning (AfL)

*'Feedback is effective when it is **timely** (not too late after the task), **frequent** (not too scarce) and **acted on** (not ignored).'*<sup>1</sup>

AfL occurs in many different forms and it should be seen in every lesson. For example, AfL can be a teacher's questioning of particular students to check understanding; one-to-one coaching; low-stake quizzes with instant results; whole class critique of a student's answer using a visualizer, etc. See the Appendix for further examples. AfL occurs as a natural part of a lesson's progression and can be both planned for and carried out as a reaction to what students are able to learn in a lesson. Please see the Appendix for a visual representation of the relationship between AfL, planning lessons and teaching.

### Feedback

For the purpose of this policy 'feedback' refers to whole class feedback given by the teacher on extended or key tasks where the work is ungraded and where students respond to the teacher's advice. Dedicated Feedback Time (DFT) is when the teacher spends time in a lesson outlining where and how the class needs to improve and addresses any common misconceptions that have been learned over a period of time.

### Frequency of Feedback

For all year groups, students will receive DFT at least on one occasion within every six taught hours. DFT will also include a grade encompassing their effort and presentation of work that is recorded on the student's work (please see the appendix for how this is awarded).

Please note that these are minimum expectations. Staff may choose to give DFT more than the above if they wish to do so, in discussion with their line manager.

### Marking

'Marking' refers to teachers making a judgement as to students' current level of attainment against a set of criteria. There are times when teachers benefit from assessing individual student's work in order to award it a mark against a given criteria, e.g. King's levels for Years 7, 8 and 9 (with the exception of science in year 9) or exam criteria for Years 10-13. The primary purpose of this is for internal tracking and therefore there is no requirement for written comments on individual work.

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<sup>1</sup> Joe Kirby's blog, <https://pragmaticreform.wordpress.com/2015/10/31/markings-is-a-hornet/>

## Frequency of Marking

As a minimum, students will have one piece of work marked using the King's levels or GCSE grades at each Common Assessment Test (CAT) point. CAT marking will also include identifying literacy errors through the use of the relevant literary codes.

Please note that these are minimum expectations. Staff may choose to also mark with written comments, www/ebi or individual corrections. It is up to the Subject Leader's discretion how often a grade showing student's current attainment is needed beyond the minimum expectation of a CAT grade, in discussion with their line manager.

## Dedicated Feedback Time (DfT)

DFT will facilitate students focusing on the key knowledge and skills which the teacher has identified as areas needed for development. In order for teachers to plan what is needed for the students' DFT, teachers may choose to use a whole class feedback sheet when looking at students' work (see the Appendix for an example). This whole class feedback sheet (or a version like it) enables teachers to identify the areas for improvement by analysing work carried out in the lesson and through homework. Teachers can also use their evaluations of lessons and schemes of work to identify common errors from previous years and use these to inform early feedback. DFT does not therefore need to be based on any written marking.

DFT will address general class misconceptions and offers the opportunity to further embed knowledge and skills. As a result, it does not need to include a grade or mark that judges the individual's attainment. By the end of an effective DFT, students will be able to vocalise what they need to do to improve next time and will be able to demonstrate how they are making progress.

During whole class feedback the students will use the teacher's advice in some way to progress their learning. For example, the teacher might get all of the students to re-write a paragraph focusing on the structure of a paragraph, if that was an area for the class to develop. Or the teacher might have identified a lack of knowledge in a particular topic and so the teacher might get the students to re-learn that content and quiz them on it over a period of weeks. See the Appendix for examples of how the students could use the advice given during DFT.

In order for students, parents and teachers to clearly see when DFT has taken place, student responses as a result of DFT should be made explicit. For example, student responses could be: completed in a different coloured pen, always in the back of a book, under a title 'DFT', etc.

## Presentation of Student Work and Participation in Lessons

Students should present work and participate in lessons to the best of their ability. Feedback during DFT will therefore also include the teacher's judgement on the student's presentation of work and effort to show the students how they are meeting these expectations (see the Appendix for the grade descriptors). The effort and presentation grade should be recorded by the teacher on the student's work. Writing a grade is the minimum expected notation from the teacher on the student's work within a period of every six taught hours.

The acronym PROUDER can be used to represent the King's expectations for presentation of work and effort (see below).

### PROUDER:

**P**en for work, pencil for drawing

**R**evue and correct

**O**rganised and complete

**U**nderline with a ruler

**D**ate

**Effort**

**Ready to learn**

## Literacy Codes

All teaching staff have the responsibility to support students in the importance of their written and oral communication. DFT will therefore include students addressing literacy errors that the teacher has identified as a recurrent issue. There is no expectation for the teacher to have to write down literacy corrections to these errors in the student's work. It is up to the student to reflect on their work and amend it accordingly as a result of DFT and any student response task that has been agreed. This may include re-drafting work or re-teaching a particular aspect of literacy or key spellings. If students show a high frequency of errors, staff should prioritise which is the most important to address, such as an agreed list of key words for that subject.

When CAT are marked, all departments must use the codes below to identify common errors in the assessed piece of students' work, where applicable.

Sp: Spelling mistake

P: Punctuation mistake

Gr: Grammatical error

//: New paragraph needed

C: Capital letter needed

Please see the Appendix for a rationale and the general principles behind this policy.

In recognition of the needs of different disciplines, all subject areas must have their own feedback guidance document which meets the minimum expectations detailed in this policy. This guidance document will outline any aspect of feedback that is particular to their department, for example if the subject area uses more than one type of exercise book and only one of them gets looked at by the teacher, or if in a practical subject students record their response to teacher whole class feedback on a subject specific proforma.

## Appendix One – Examples of Types of Assessment for Learning<sup>2</sup>

Peer scoring of subject spellings, or concepts and definitions

Peer evaluation of subject paragraphs using checklist criteria

Self-evaluation of subject paragraphs using subject keyword checklist

Self-checking answers line by line with a ruler, correcting any mistakes from a model exemplar or unit -specific knowledge organiser

Whole-class oral feedback on strengths and improvements

Public critique as a class with a visualiser on certain criteria

Numbered targets for redrafting

Exemplar models photographed, typed up or printed and shared with the class

Hinge questions with multiple -choice options to identify misconceptions

Mini whiteboards to answer questions

Online multiple-choice quizzes with instant scores and feedback

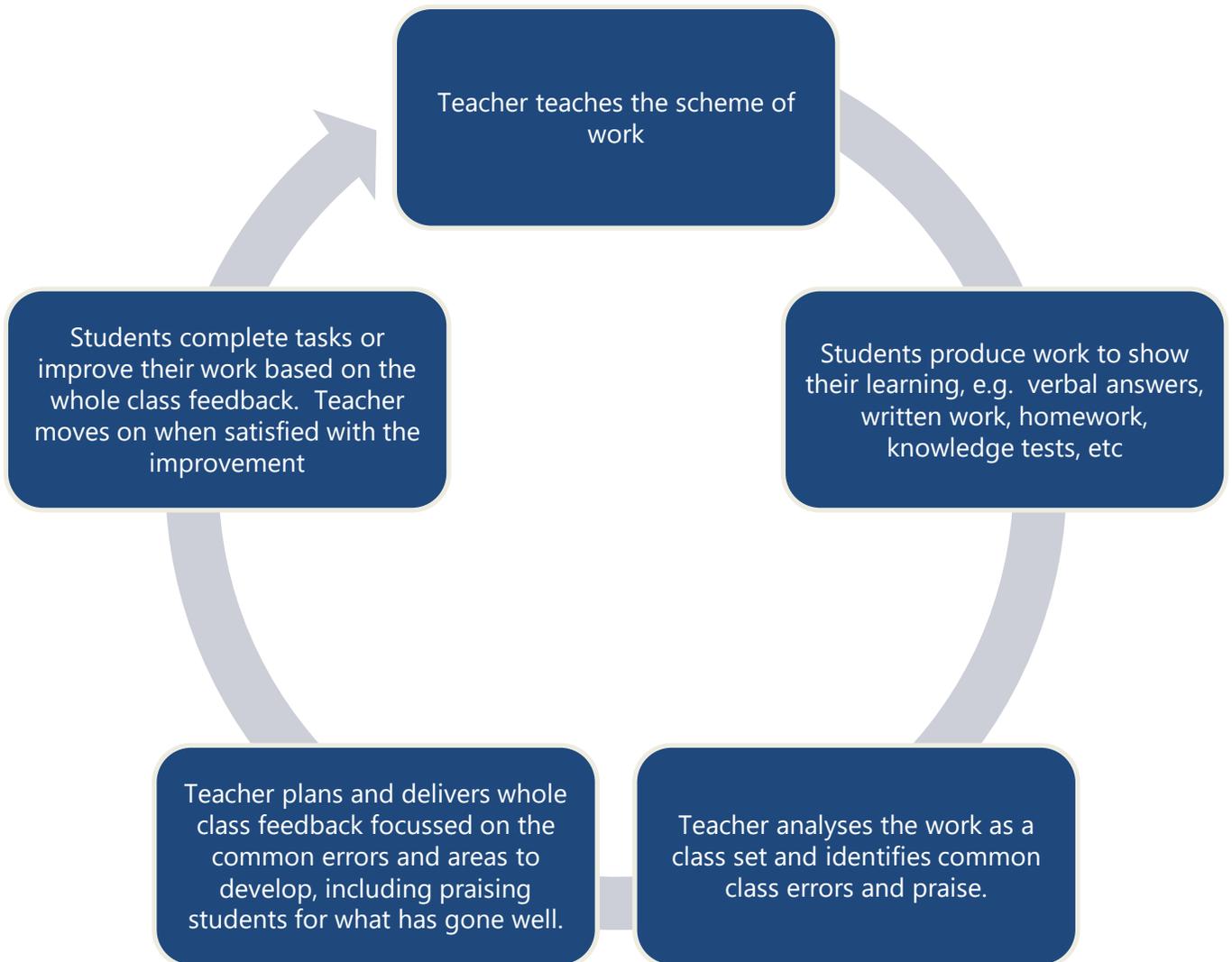
Written answer quizzes with instant scores and feedback

One-on-one coaching while class completes re-drafts

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<sup>2</sup> <https://pragmaticreform.wordpress.com/2015/10/31/markings-is-a-hornet/>

## Appendix Two - A Visual Representation of The Relationship Between Feedback, Planning Lessons and Teaching



## Appendix Three – Example Whole Class Feedback Sheet

<p>Good work produced</p>	<p>Cause for concern</p>	<p>Dedicated Feedback Time (DFT)</p>	
<p>Work to complete</p>	<p>Common misconceptions</p>		
<p>PROUDER concerns</p>	<p>Spelling/punctuation/grammar errors:</p>		



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## Appendix Four – Prouder Criteria

As part of Dedicated Feedback Time, students will receive a numbered grade that encompasses their effort and presentation of work. This may be based on a single piece of work that is the focus of DFT or multiple pieces, but it must be awarded within a period of every six taught lessons. The grade should be recorded on the student's work but there is no expectation for the teacher to write an explanation as issues will be discussed as part of whole class DFT.

The following criteria is to be used as a guide for teachers when they are judging the effort and presentation of work. The acronym PROUDER can be used by teachers to remember the criteria that is being judged. Teachers can use this acronym with students if they feel they will respond positively.

**P**en for work, pencil for drawing

**R**evise and correct

**O**rganised and complete

**U**nderline with a ruler

**D**ate

**E**ffort

**R**eady to learn

Grade	Descriptor	PROUDER
1	Excellent	Always meets, and sometimes exceeds, the PROUDER criteria. This grade will usually only be given to the very best students as the expectation is that the most commonly given grade would be a 2.
2	Good	Always meets the PROUDER criteria.
3	Requires Improvement	Usually meets the PROUDER criteria but shows inconsistency with several of the categories.
4	Cause for Concern	Regularly fails to meet the PROUDER criteria.

Policy adopted: December 2018

Reviewed: December 2018

Next Review: December 2020

## Appendix Five – Examples of How the Students Could Use the Advice Given During DFT

- Re-draft a section of their work that focuses on one common flaw
- Learn the correct spelling of words that have been identified and have a spelling test in a subsequent lesson
- Annotate with explanations a model answer to get better at a particular element, such as structuring a paragraph
- Completing starter activities that are planned as a result of the whole class feedback to address misconceptions or knowledge gaps
- Create revision notes summing up the feedback
- Doing new questions or a new task but on the same topic to check the improved understanding after the feedback time, e.g. in maths the starters are linked to whatever part of maths that the group as a whole need more time on
- Re-teaching a particular part of the scheme of work that was identified as an area which was misunderstood by the group as a whole

## Appendix Six – General Principles and Rationale

The sole purpose of feedback is to further students' learning. The Sutton Trust defines feedback as:

*'information given to the learner and/or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learners' actions to achieve the goal.'*<sup>3</sup>

The King's School believes that regular and effective feedback supports students' understanding of how to improve the standard of their work and allows them to demonstrate outstanding progress over time.

Whole class feedback, rather than individual written comments, is the preferred method of feeding back to students. Whole class feedback should be:

- timely
- specific, accurate and clear
- providing concrete guidance on how to improve
- reflected upon and responded to in planned learning time
- there is a consistent approach towards feedback across all subject areas

Feedback which is delivered closest to the point of action is the most effective, and as such feedback delivered in subsequent lessons is more effective than comments provided at a later date.

According to the 'Eliminating unnecessary workload around marking', Report of the Independent Teacher Workload Review Group (March 2016), effective Feedback must be "meaningful, manageable and motivating"<sup>4</sup> and allow for students to make progress.

In addition, research, including work by the Education Endowment Foundation<sup>5</sup> and the Sutton Trust<sup>6</sup>, shows that high-quality feedback has a significantly positive impact on student outcomes and has the highest 'potential gain' of 9+ months compared to all common teaching interventions. The Ofsted framework refers to 'feedback' rather than 'marking' in the implementation section of the Quality of Education criteria.

*'Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.'*<sup>7</sup>

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<sup>3</sup> <http://www.cem.org/attachments/1/toolkit-summary-final-r-2-.pdf>

<sup>4</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

<sup>5</sup>

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=131&t=Teaching%20and%20Learning%20Toolkit&e=131&s=>

<sup>6</sup> <http://www.cem.org/attachments/1/toolkit-summary-final-r-2-.pdf>

<sup>7</sup> The education inspection framework May 2019, No. 190015, page 9