

# Plymstock School



Feedback expectations

September 2016 (updated 7<sup>th</sup> Sept)

***Your feedback to students is ONLY effective if you expect them to act on that feedback. You must provide students with time in-class to act on your feedback.***

## Why should we provide feedback on student work?

Providing feedback is just simply part of good teaching and when used effectively it promotes student learning. At Plymstock School we provide feedback on students' work so that they feel valued, have a clear understanding of how well they are doing and importantly know what they need to do to improve. Vitality it enables teachers to plan more effectively.

### Key points

#### **Feedback**

- Ongoing assessment at Plymstock School will largely focus on the formative 'learning in progress' but at key milestones, identified by departments, summative assessment 'learning completed' will also be used.
- Feedback must be regular, kept up-to-date, and promptly returned to students (student voice suggests this is very important).
- Teachers will use a **RED PEN (any shade of red is acceptable)** for feedback and feedback to differentiate from student writing in blue/black pen and student responses in green pen.
- Students need to understand the criteria for feedback as well as the comments and marks awarded.
- All departments will mark for literacy and, where appropriate, mathematics.
- Practical, project-based subjects, need to have regular feedback, even if a whole project may extend over a period of time. This can be general strengths and areas to improve.
- Extended feedback comments will be given to show what has been done well (WWW) and what needs improvement (IOTI) and show students how to improve their performance and move them on to the next steps in their learning.
- When feedback on work is returned to a class, time **MUST** be set aside to allow each student to respond to the teacher's comments and identified SPAG errors to improve their understanding. Students will always respond to feedback using a **GREEN PEN**.
- Assessment marks (linked to pathways/grades) should be recorded in your teacher planner or online tracker.
- Internal moderation is needed within department meetings to ensure consistent standards between different teachers.

**Please note – there is no expectation for parental signatures or their personal feedback on student work.**

#### **Presentation standards at Plymstock School**

- All books will display the student's name, the teacher's name and the subject/group.
- All books will display the students' target pathway/grade on the front cover.
- All books will be free from graffiti.
- Students must write in blue or black pen only.
- Student work will be dated and titled – both will be underlined using a ruler.
- Diagrams, graphs and sketches will be drawn using a pencil.
- Students will always respond to feedback in green pen.

## **Frequency of feedback**

For every **SIX HOURS of contact/lesson time** **GENERAL** feedback will take place.

**EXTENDED** feedback should take place **at least once per half term**, using **WWW/IOTI**. For subjects where they see the students for less than four lessons per fortnight, they should work on a frequency of approximately every 12 hours.

A clear explanation of both **General** and **Extended** feedback is included within this document.

It is important that both departments and teachers plan their feedback cycles carefully, staggering the classes, to avoid multiple sets of books all coming in on the same day.

Where a class is split between two members of staff, an agreement must be made of who is feeding back and when using the above cycle.

### **Exceptions**

Not all subjects, due to a smaller proportion curriculum time, will suit the ratio above. For example, if you have only one contact with a group per week, using the ratio above would mean only one piece of general feedback per half term and one piece of extended per term. This leaves it far too long for students to receive meaningful feedback on their work (i.e. the greater the time left between completing work and receiving feedback, the less effective it becomes).

- If you have **one lesson per week** (e.g. EPIC, or subjects on a rotation) then **general feedback and extended feedback (using WWW/IOTI) can be combined and occur once per half term.**
- For Life Education where contact time is limited to **one lesson per fortnight** (e.g. there may only be six lessons per term), the feedback be based on a student reflection sheet at the end of each relevant section. These will be stuck in books and signed by the teacher.
- There may be some subjects that have very specific requirements for feedback that may vary from above. These must be agreed with RFW.

### **Post 16**

In Post-16 **EXTENDED marking/feedback** will take place at least **twice per half term**, per class, using **WWW/IOTI**.

## **What is GENERAL feedback?**

General feedback is a concise and should focus on the development of both general and subject-specific literacy, and where appropriate, mathematics. It should be used for classwork and homework.

**Student voice feedback indicates that it is important for students to know that the teacher has viewed the work produced on every page – this can be simply indicated through the use of ticks.** However, during a general feedback session you should select at least one piece of work for a much closer in-depth look at SPaG, subject-specific vocabulary and, if appropriate, mathematics.

General feedback should specifically identify SPaG errors (particularly those related to subject-specific vocabulary). The maximum number of errors identified during a general feedback session should be capped at FIVE. Any more than this is likely to have a negative effect on the student receiving it. It is accepted that in some subjects, such as MFL, that teachers may need to identify more errors.

When a **SPaG error** is identified the following **codes** should be used:

1. **Spelling error:** Circle the error and write **'Sp'**.
2. **Punctuation error:** Circle the error and write **'P'**.
3. **Grammar error:** Circle the error and write **'G'**.

Outside of Mathematics, some subject areas also use mathematics in their learning journey (e.g. Science, Geography, Psychology etc...). In these subjects, if a **mathematical error** is seen, it should be circled and the code **'Ma'** used.

Any comments made in general feedback should be short and concise. Alternatively, annotating work with useful comments, without an overall comment at the end, is also acceptable for general feedback. Teachers are encouraged to annotate work using questions which promote student reflection.

**If you identify SPaG errors or annotate with questions ALL STUDENTS MUST RESPOND TO AND ACT UPON THEM.**

## **Post-16**

In Years 12 and 13 many departments provide students with exercise books to record personal class notes. Teachers will not be expected to mark these personal notes. However, it is expected that teachers will monitor whether students have a complete set of notes and will chase students, using the referral procedure, who repeatedly fail to bring their books/notes.

## Example 1 (General feedback – focus page).

In this essay I will explain how far the ideas about the cause of illness changed between the Roman Times and 1340. In some areas there was obvious continuity about ideas but some theories were totally new to the world of medicine.

Some would argue that there was little change in the understanding of illness between the two time periods. Perhaps the most obvious reason being that the ideas of Galen's were still widely accepted as the fundamental ideas of medicine. The theory of the four humours was still very much believed to be the cause of illness and to treat someone then the humours needed to balance. Physicians and doctors were trained up using this theory as it was a widespread belief that it was how disease was caused and how it could be treated.

Furthermore, in both periods, bad smells or miasma were believed to cause illness. In the Roman Era they avoided setting up military camps near stagnant water as it was believed that illness was spread through the bad smell in the air. This belief continued through to the Middle Ages as people still tried to avoid bad smells as best they could. So this was another area of continuity between the Roman Times and 1340.

A final reason why it could be argued that little changed in the way of the understanding of illness is because of spiritual reasons. Both the Romans and people in the Middle Ages believed that the god(s) were to blame for illness. Disease was supposedly a punishment by God for sinful behaviour and so treatments were based on prayer and repenting these sins so God would forgive and rid you of an illness.

However, there was significant change between the ages. For example a new theory of the cause of illness developed; astrology. The movement of the planets, during the Middle Ages, was believed to cause illness and disease. Medieval physicians diagnosed illness via the movement of stars and planets. This was a new development in how illness was caused, it suggested that people began to think more about the cause of illness, even though it was wrong.

Although there was continuity in the fact that people still blamed religious and spiritual entities for illness, they found a new way of attempting to cure it. Flagellation rose to prominence. The idea of flagellants was to go from town to town whipping themselves in the hope that their sins would be repented and God would forgive. The theory came to being during the plague of 1348 as on a wide scale people believed God was punishing them. As we well know during the modern age of medicine this would have done absolutely nothing in the way of cure but it did suggest that people were started to think outside the box about ways of cure.

In conclusion the ideas about the cause of disease both remained the same and changed. There was evidence of continuity as of course Galen's ideas were still predominately accepted as the founding ideas of medicine and believed still in spiritual reasons for illness. However new theories were adopted such as the idea of astrology and flagellation which suggested that people wanted to find new ways to cure illness and how disease was caused.

**Example 2 (General feedback – focus page).**

3rd September 2015

### What is a natural hazard?

**Earthquake**

- Death
- Injuries
- Collapsing buildings
- Homes ruined

**Hurricane**

- Effects families
- Injury
- Death

**Tsunami**

- Split from families
- Loss of houses → have built
- Injury
- Drowning
- Strong currents dragged away
- Death

**Flash floods**

- Unexpected
- People drown

**natural Hazards**

*How could they be avoided? d to have a shelter under*

**What is a natural hazard?**

- It is a sudden unpredictable event caused by natural forces of the environment. It can cause death to humans and destroy nature.

*field of sketch of flooding*

*can't use so not only houses*

*Remember go for a wood should always have a car*

Example 3 (General feedback with very short WWW/IOTI comment).

WWW - good structure.  
IOTI - Sp's / more supporting ev's / evidence needed & more analysis (see conclusion @ 17)

Would use bloodletting if someone had too much blood in their

In conclusion, there was a change between the Roman Period and the medieval to Period however there was some things that stayed the same

What was the most important change? Having to have less significant was it? Very Why?

Question?  
Please Reply...

Treatment of the Sick *underlines headings*  
Roman times - 1350

advantages and disadvantages

Ad. trained Physician (doctor)  
dis: expensive to go  
degree in Medical knowledge

Apothecary (chemist)

- ✓: cheaper than a Physician (doctor)
- X: doesn't have a degree not as high up as a doctor

Housewife

- ✓: good knowledge of everyday illnesses how to treat and childbirth
- X: has no formal training.

## **What is EXTENDED feedback?**

The purpose of this is to monitor student learning and to provide on-going feedback that can be used by teachers to inform their teaching and by students to move their learning forward. More specifically, extended feedback helps students identify their strengths and areas to improve, whilst helping teachers to understand where students are struggling and enable them to address problems quickly. Extended feedback will always use **WWW/IOTI**. This can be handwritten, typed or in sticker form depending on department preference.

Extended feedback could be undertaken on an extended piece of writing, a test/internal exam or any other task decided by the subject with clear success criteria. Linked to target pathway or grade. There are circumstance where it may be more appropriate to apply the extended feedback to a whole section, but there must still be clear success criteria.

### ***The key elements of extended feedback:***

#### **What Went Well (WWW) comments**

- The comments should be subject specific and informed by students' progress in terms of meeting the success criteria and their 'pathway.' Comments such as 'good work' or 'well done' are not sufficient and do not allow students to know what they are doing well. **There should be a MAXIMUM of TWO WWW comments.**

#### **In Order To Improve (IOTI) comments**

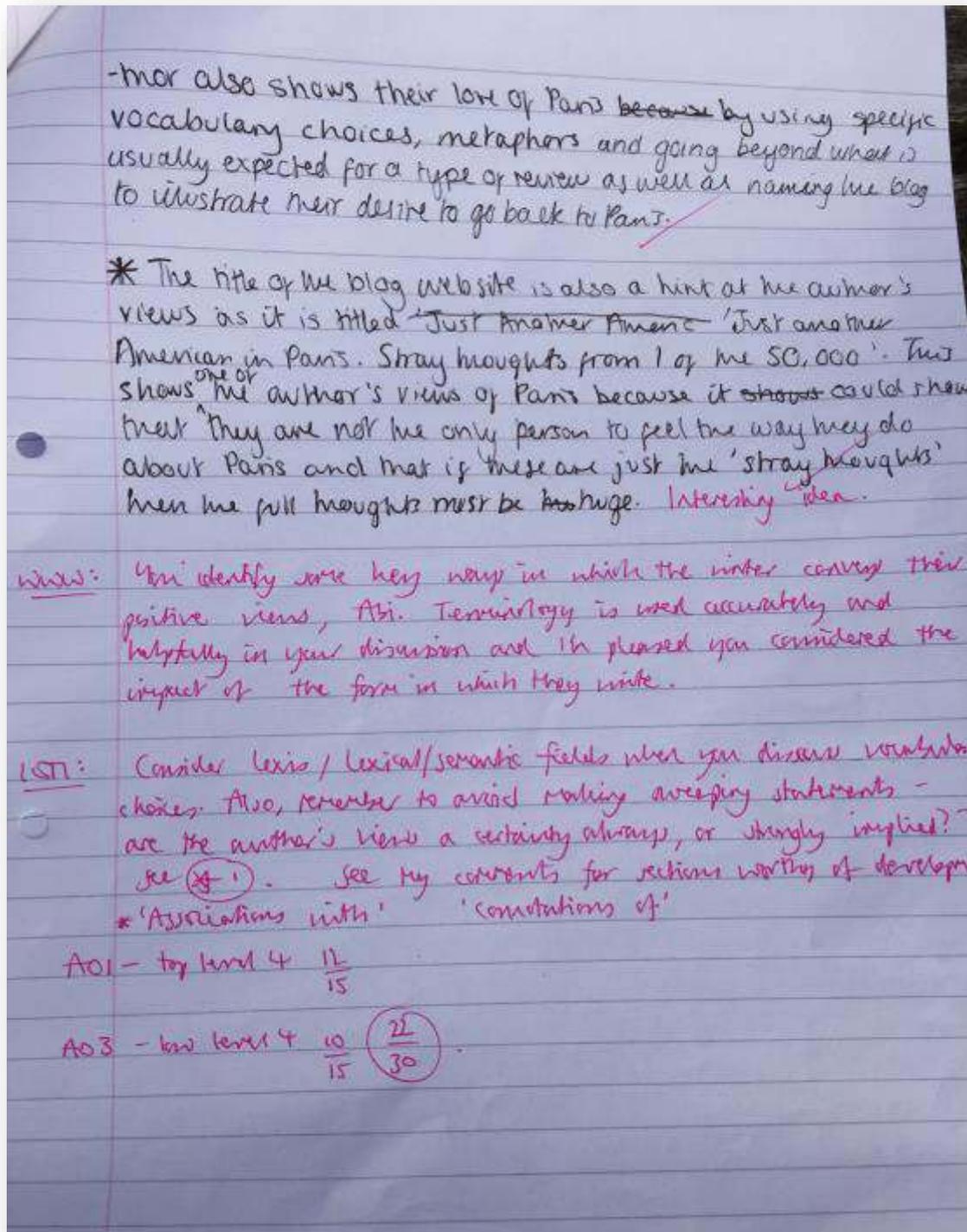
- These should be focused, have impact and be subject specific. The comments should prompt thinking to take place. Insist on an immediate response to your feedback; you could end your feedback with a question or a task for students to immediately act upon. Comments such as 'please underline titles' are not sufficient and do not further learning. Student voice suggests that it is not effective for a teacher to write a large number of IOTI points – it is better to identify a small number of areas a student could improve – they are more likely to act upon a manageable number. **There should be a MAXIMUM of TWO IOTI comments.**

#### **Student response**

- The student should respond to your feedback by acting on the advice (e.g. improving a paragraph) and/or by writing a reflective response. The student must use a green pen to do this. The student should work towards 'closing the gap' between their current attainment and a higher level of attainment suggested by the feedback they receive.

### Example 1 (Extended feedback – subject-specific, WWW/IOTI).

The example shown below should be the maximum length for hand-written comments.



**Example 2 (Extended feedback – IT produced WWW/IOTI comments as outlined in the 'Ideas for SMART feedback' section).**

Using a case study, discuss the effects of cliff collapse on people's lives and the environment (8 marks)

**What went well...**

- A case study is used and located accurately.
- The points given relate to case study quoted.
- Refers to both effects on people's lives and the environment.
- Specific, detailed reference is made to the case study.
- Points are discussed and expanded upon.
- Correct geographical vocabulary is used.
- SPAG is accurate.

- The impact on people's lives is strong with great use of facts and figures

**In order to improve...**

- Use a named case study.
- Ensure that points given link directly to the case study quoted.
- Cover both the impact on people's lives and the environment.
- Place names, facts and figures should be used.
- Ensure that all command words are addressed – e.g. Discuss.
- Geographical vocabulary should be used throughout your answer.
- Pay closer attention to SPAG.

- You haven't addressed the environmental effects so this limits your marks.

**A strong (Level 3) answer will look like this:**

Holderness is an area of coastline approx. 61km long between Flamborough Head and Spurn Head on the northeast coast of England. The continued erosion of areas of Holderness at an average rate of 1.8 metres per year has a real effect on people. People's homes are threatened, such as those at Skipsea, and many cannot sell their homes for anything worthwhile – often people cannot get insurance and end up losing everything. This occurs even though when they bought the house, there was no immediate danger. Some lose businesses such as the Seaside caravan park at Ulrome that is losing about 10 pitches per year. Farming can also be affected as around the Holderness coastline about 80'000 metres squared of land is lost each year. The impact on the environment in Holderness has meant that some SSSIs (Sites of Special Scientific Interest) are under threat such as the lagoons near Easington. These are separated by a narrow strip of sand and shingle, that if eroded will destroy the lagoons.

Overall mark achieved: 5/8

Grade equivalent: C

**Student response :** I needed to talk about the SSSI (The lagoons) at Easington. Also, I need to explain where the place is in more detailed.

**Example 3 (Student response to extended feedback).**

containing a lot of unfamiliar language.

- You have used your knowledge of verb formation and tenses to complete the verb table.

10T1 - Continue to learn new words each week to ensure your progress in reading and listening continues.

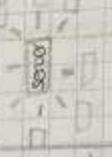
My Response - Thank you, I am very pleased about my results on yesterday's exercise because I got full marks. I am disappointed because I got some of the past participles wrong and I got 'to test' wrong. I must revise my vocab so when it comes to test or exercises I know all of the words.

My plan is to do 10 minutes every night, and if I have finished my homework early I will make up that time by trying to revise and learn my vocab.

Example 4 (Student response to extended feedback).

21st September

Starter

<p><u>Advantages and disadvantages of networks</u></p> <ul style="list-style-type: none"> <li>- can share files between different clients</li> <li>- can access anywhere</li> <li>- can share printers</li> <li>- mostly reliable</li> <li>- access level possible</li> <li>- handle lots of data</li> <li>- w.r. cost?</li> <li>- Expensive</li> <li>- can fail</li> <li>- virus spread</li> <li>- save money print!</li> </ul> <p><u>LAN</u></p> <p>Local network within one building</p> <p>eg school, office</p>	<p><u>Ring Topology</u></p>  <ul style="list-style-type: none"> <li>- Data is passed around in one direction</li> <li>- if one break link is broken</li> <li>- no specific server</li> </ul> <p>expensive to install as all the cable</p> <p>no specific needed</p>	<p><u>Star topology</u></p>  <ul style="list-style-type: none"> <li>- if one client computer reallow work</li> <li>- if server hub fail to work all clients break</li> <li>- cable to connect to printer or scanner or hub</li> <li>- Data packet visible every one</li> </ul> <p>expensive</p> <p>no collisions, expensive</p>	<p><u>Bus topology</u></p>  <ul style="list-style-type: none"> <li>- data is passed in one direction</li> <li>- if one breaks the link is broken</li> </ul> <p>cheap to install</p> <p>easy to install</p>
<p><u>WAN</u></p> <p>Worldwide network between buildings and other countries</p> <p>eg school, office - flight tickets</p>	<p><u>Peer to peer</u></p>  <ul style="list-style-type: none"> <li>- no server</li> <li>- complete control</li> <li>- share files</li> <li>- up to 10 clients</li> <li>- issues with security</li> </ul> <p>Difficult to train information</p>	<p><u>server based</u></p>  <ul style="list-style-type: none"> <li>- one person in complete control</li> <li>- costs abt to set up</li> <li>- many can connect</li> <li>- printer shares</li> </ul>	<p><u>LAN</u></p> <p>Local network within one building</p> <p>eg school, office</p> <p>WAN</p> <p>Worldwide network between buildings and other countries</p> <p>eg school, office - flight tickets</p> <p>WAN → Some good information here, well done for identifying the specific size of a WAN and LAN.</p> <p>LAN → Try and add a little more detail. What are the advantages and disadvantages of each topology?</p>

## **Peer and self-assessment**

Good quality peer and self-assessment can form an important part of the learning process if carefully planned and the students are adequately trained. When done correctly and in detail, strong peer-assessment can contribute to the extended feedback schedule.

**Where peer and self-assessment are used, the teacher must check that students are accurate.**

*Please note, student voice and a focus group from the Student Leadership Team, identified peer assessment, as highly ineffective when it has not been carefully planned. They particularly felt this was true when it was simply used to mark a test.*

## **Ideas for SMART feedback**

1. Carefully plan your feedback schedule to avoid multiple class sets all coming in at once. Check the school calendar - there is no point collecting in a set of books for a 24hr turnaround if you have Open Evening that day.
2. If students are completing a 15-20 minute independent or co-operative learning task and you need to do some general feedback for the group, this could be done during this time – just get the students to have their books open on the desk. This enables you to monitor progress, talk to students and look at their books at the same time. You may only get through a quarter to half of the students in this time, however, it is fewer books to mark that night.
3. If you set an assessed piece of work, it should always have clear success criteria. As your WWW/IOTI comments need to tie in with this, you could pre-type a number of WWW and IOTI comments to match. You can then simply highlight the relevant comments in each section. This cuts down how long you spend writing significantly. In a recent workshop with the Student Leadership Team they highlighted this as a highly effective way for teachers to provide clear, understandable feedback.
4. Stick a bank of subject-specific targets for a unit in the students' books. Each target should be clearly explained and come with a code (e.g. T1, T2 etc...). When providing feedback, use these codes rather than writing them out each time. When the students respond to your feedback, they look up the target and take appropriate action. This can be used in extended feedback for IOTI.
5. Use two highlighters to colour code work that is good and work that needs development. As part of a reflection session, the students have to work out why they are highlighted and write their own statements to assess their progress.

## **Roles and responsibilities**

### **The teacher**

- Ensure that all students receive feedback consistently in-line with the standards outlined in this document with all classes and year groups.
- Clearly and frequently advise students on how to improve their work.
- Ensure that the presentation standards outlined in this document are upheld consistently.
- Ensure that students are provided with time following feedback to consider and act upon comments.
- Share good practice with feedback in meetings.
- Be accountable for their own feedback practice.

### **The student**

- Follow the expectations for presentation of work.
- Read the feedback provided by teachers.
- Act upon the feedback provided by teachers, using the green pen.

### **The parents**

- Read through the feedback in exercise books regularly.
- Support the school in checking that students are organising their work.
- Contact teachers where there are queries or concerns.

### **The Head of Department**

- Ensure that every member of the department is consistently providing feedback in-line with the standards outlined in this document with all classes and year groups.
- Support colleagues, where appropriate.
- Monitor the quality of feedback in the department on a regular basis.
- Challenge colleagues, where appropriate.
- Ensure the department has a coherent and consistent approach to identifying when key feedback milestones will take place.
- Planned opportunities are created each term to moderate key assessment activities to ensure consistency.
- Ensure that members of the department share good feedback practice.
- Be accountable for the quality of feedback of all members of the department.

### **SLT**

- Ensure that the expectations for feedback are clear to all teachers and Heads of Department.
- Devise and implement a programme to monitor the quality and frequency of feedback across the school.
- Carry out whole-school work scrutinies.
- Hold Heads of Department to account for the quality of feedback in their departments.
- Support and challenge Heads of Department, where appropriate.

### **Governors**

- Be aware of the standards expected for feedback across the school.
- Listen to and challenge the feedback provided by the SLT on the quality of feedback.
- On visits to the school, such as governors' training day, sample students' work to check that link departments are providing feedback in-line with the standards set out in this document.