



# Guidelines for Feedback

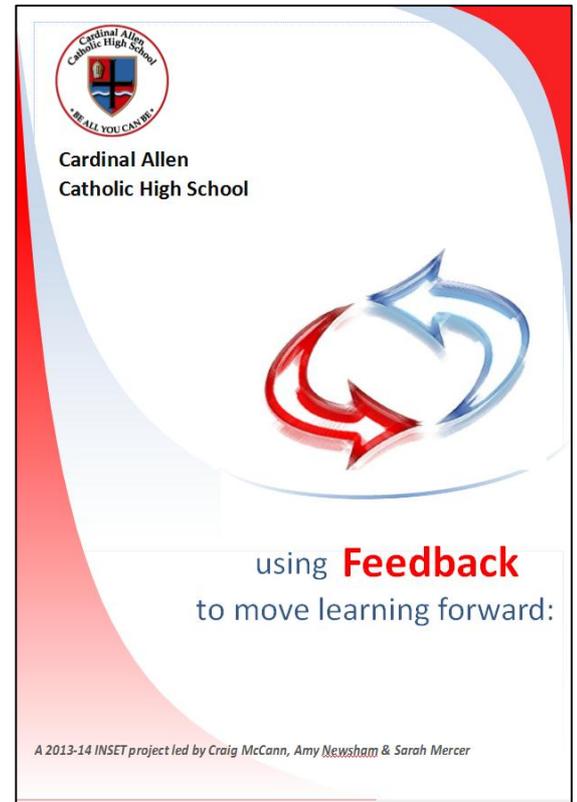


Adopted following the 2013-14 INSET Project

Reviewed: June 2014

Review date: June 2016

Feedback with next steps advice are integral elements of what we do as teachers. Feedback allows pupils to reflect on their learning and it allows them to ask those all-important questions: what have I done well? What do I need to do to improve? How can I achieve this? This reflective process is pivotal if we want pupils to progress further in their learning and achieve their full potential. Pupils must understand how to receive written feedback and what to do with it in order to move their learning forward. These learning skills need to be embedded in all Cardinal Allen learners. John Hattie says that feedback should be 'just for me', 'just in time' and 'just where I am in the learning process.' Feedback is only effective if it is individualised and specific to move learning forward. It is essential that errors are welcomed in the classroom in order to enhance achievement.



## The purpose of feedback

### **PUPILS: Feedback should:**

- ✓ Provide students with next steps advice allowing them to close gaps in knowledge and understanding.
- ✓ Encourage and praise students so they gain self-confidence and a sense of pride.
- ✓ Give students a record of learning.
- ✓ Allow students to take control of their learning and be acted upon to improve quality.
- ✓ Should inform students of their current attainment of progress over time.

### **TEACHERS: Feedback should:**

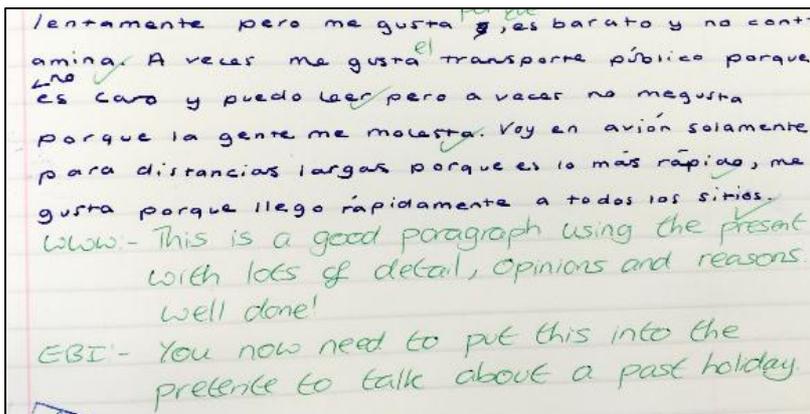
- ✓ Include next steps advice.
- ✓ Allow the teacher to evaluate the quality of teaching over time and inform the teacher of gaps in individual or whole class knowledge and understanding.
- ✓ Allow the teacher to evaluate the pattern of skills and knowledge then used to evaluate teaching and inform future planning.
- ✓ Inform the teacher of individual current attainment and progress which feeds into whole school tracking systems.

## Written feedback

**WWW (What Went Well):** this should reinforce work content demonstrating a secure understanding. Where possible, the feedback should reference the outcomes and skills developed.

**Literacy development:** this SHOULD be commented on within the feedback. Where possible comments could relate to Grammar, Spelling, Punctuation, Presentation, Content, Format or Effort.

**EBI (Even Better If):** this should inform students of how to close gaps in knowledge and understanding; where possible, this should be linked to learning outcomes and to previous comments from the teacher. EBI comments should encourage independence and learning skills. The feedback should be generous, focused and specific. Examples of EBI feedback could include:



✓ **Questions to deepen understanding:**

Did you consider? Why not expand on? Which is the most important? Is there an alternative?

✓ **A task to complete independently like further research and analysis:**

You can find additional information at; Now try the extension task... Pupils like challenge. **CHALLENGE THEM!**

✓ **Advice on developing particular skills:**

(eg SOLO type development or aspects of BLOOM's)

✓ **Advice on how to redraft work:**

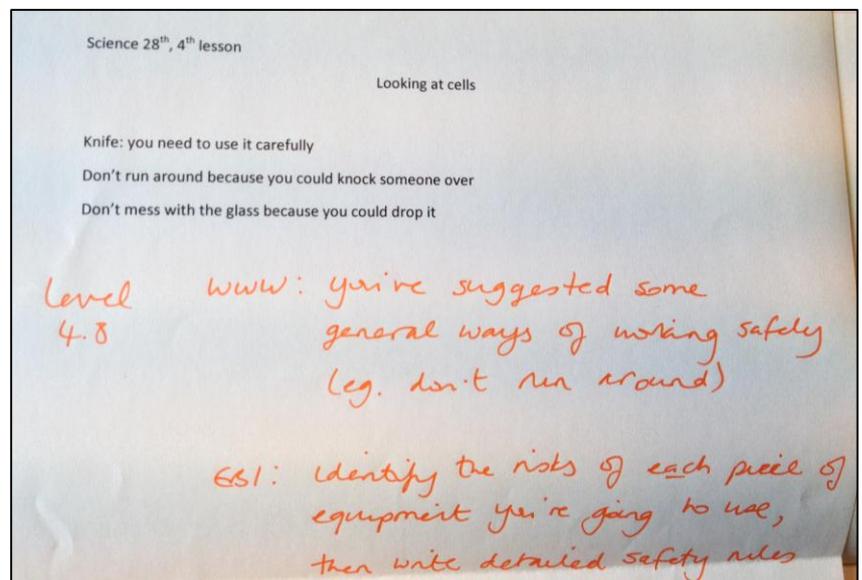
This could be pre-prepared and stuck in for a larger number of your group; it may include an extract from a paragraph that you improve.

✓ **Advice on how to improve SPAG:**

✓ **Advice on additions needed to a piece of work in order to improve attainment:**

✓ **Teachers should model great work. Show them what you expect.**

✓ **Ensure that EBI comments are linked to the Assessment Criteria and relevant to the individual (ie differentiated)**



Feedback leads to action; it is imperative that time for feedback is in-built into lesson planning.

## DEDICATED IMPROVEMENT & REFLECTION TIME = DIRT

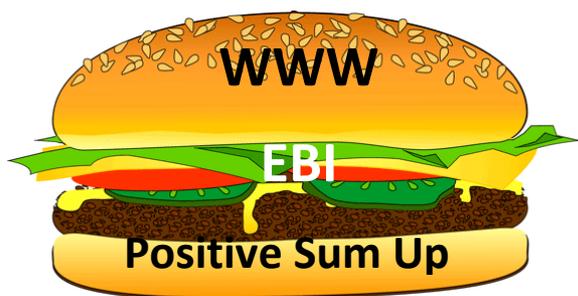
is a vital component to lessons helping pupils make progress.

***EBI should develop into a dialogue between the teacher and individual pupils. This is because it is a necessity that pupils respond to feedback. It should be made explicitly clear where pupils have been given and acted upon feedback from the teacher. Teachers should plan individual reflection time into the lesson when assessment/feedback has been given which allows students to respond to feedback and close gaps in knowledge and understanding.***

**Individual grades/levels** should be given to students on all formally assessed work.

## Verbal feedback

Verbal feedback is the most valuable of all-and most frequently acted upon. Pre-planned 1v1 conversations are very powerful. Verbal feedback should allow the student to reflect on their learning and develop into an open dialogue between the teacher and student. You may consider finding a way for pupils to record the verbal feedback they are given. The feedback should be formative – during as well as at end of a piece of work/learning and where ever possible should inform T&L; in this way, it may be possible to reshape the task(s). The following format for verbal feedback is recommended:



**The Praiseburger: when possible you should sandwich your critique between positive reflections**

For this to happen the classroom should be characterised by:

- ✓ Good climate for learning; calm; safe; mistakes allowed-even encouraged as a road to success.
- ✓ Learning organised to facilitate verbal feedback e.g. individual and group work

To ensure literacy is fully developed the teacher should draw student's attention to spelling errors, especially in subject-specific vocabulary.

## Peer feedback

- ✓ Teachers should plan opportunities for student reflection and self/peer assessment.
- ✓ Pupils should be encouraged to assess each others' work in relation to LLOs and clear success criteria relevant to their current topic.
- ✓ Consider using post-it notes to allow more opportunities for class critique; give pupils opportunities to pupils to showcase their work
- ✓ **Success criteria must link to a level or GCSE/BTEC grade.**
- ✓ Self and peer feedback may include praise comments but all peer assessment should justify 'why' the EBI advice has been given. This will ensure students giving feedback are consolidating their own understanding.

