



Tomlinscote  
School

## Feedback Policy

<b>Policy Type:</b>	Statutory/Mandatory
<b>Approved By:</b>	AQC
<b>Effective From:</b>	November 2021
<b>Revision Date:</b>	November 2024

## Aims and Objectives

Tomlinscote School believes that assessment and feedback are an integral part of a student's learning experience. Effective feedback and assessment should be a formative process, a tool used to enable students to make progress through dialogue with their teacher/peer. This takes place in an ongoing basis within lessons each day. This is often demonstrated through rich verbal feedback incorporated within questioning and discussion during lessons.

We also promote where appropriate the use of deep feedback, which is a generic term used to describe a process whereby teachers provide written feedback to students, offering guidance with a view to improving or enhancing the future performance of students. We expect students to respond to feedback in writing or other form during Dedicated Improvement and Reflection Time (DIRT), normally using a purple pen.

### Guidance for what assessment should look like

#### Minimum Expectations for frequency of feedback

The expectations regarding feedback are dependent on how many times a week a teacher sees a class. Our general expectation is that a teacher will provide feedback electronically or in the student's book/file at least once a half term. Within lessons, teachers should endeavour to check student presentation and challenge when school expectations are not met.

In Years 7 - 9 feedback expectations are set out **per Area of Focus** (as set out in Appendix 1). We acknowledge that there are times in the year when the teaching of an Area of Focus might be impacted upon and therefore accept that the suggested timeline is for reference purposes. However, all subjects must deliver the specified number of areas in the academic year.

**Summative written assessment - Gold** sheets should accompany a summative assessment, contain the assessment outcomes, WWW/EBI comments as well as a grade at Key Stage 4 and be followed by student action (DIRT). All Key 3 Stage gold sheets also incorporate a holistic measure of progress over the course of the area of focus (assessment outcomes, home learning and classwork).

All summative assessments are generally in the student's main book/file or located on their iPad. Individual faculties have their own approach to this.

**Formative written assessment** – These contain WWW/EBI comments which students will act upon at the first opportunity available. Alternatively, the action may be a written question/s that the teacher poses to the student, expecting a response.

**Formative verbal assessment** – Within each lesson teachers will constantly ask probing questions of students.

At Key Stage 3 grades/marks are generally not used so that students focus purely on the identified strengths and areas of improvement. Gold sheets and formal reports indicate whether progress is in line with student potential.

**Peer-Assessed (PA) /Self-Assessed feedback (SA)** should be written in **green pen** and contain a WWW/ EBI normally followed by a student action. This may involve improving work or answering a question/s. Students usually act on feedback using their **'purple pen'**.

## **Presentation**

We encourage teachers to add comments throughout books/files where appropriate, reflecting areas such as:-

- Presentation – comment on poorly presented work/doodling or graffiti (unless specific SEND needs)
- Literacy
- Misunderstandings
- Incomplete work

# Appendix 1 for teachers/ parents/carers

## Year 7, 8, 10 and 11

Years 7 and 8 have 4 Areas of Focus, as well as a formal Progress Week

Teachers should provide Year 10 and 11 students with formative and summative feedback each half term.

Year 10 summative feedback may be linked to the formal Progress Week.

Year 11 summative feedback may be linked to mock examinations.

Expectations - 1 lesson per week	Expectations – 2 lessons or more per week	Expectations – shared classes (Select the relevant option)
1 Summative 2 Peer/Self	1 Formative 1 Summative 2 Peer/Self	Teacher A (one lesson per week): 1 Summative 1 Peer/Self  Teacher B (one lesson per week): 1 Formative 1 Peer/Self  Teacher C (2 or more lessons per week): Expectations as per '2 lessons per week'

## Year 9 expectations

Year 9 have 3 areas of focus as well as a formal Progress Week before they start their Key Stage 4 courses.

They should also have another formative assessment in the last half-term based on the first unit of their GCSE course.

Expectations - 1 lesson per week	Expectations – 2 lessons per week	Expectations – shared classes (Select the relevant option)
Either 1 Summative or 1 Formative 2 Peer/Self	1 Summative 1 Formative 2 Peer/Self	Teacher A (one lesson per week): 1 Summative 1 Peer/Self  Teacher B (one lesson per week): 1 Formative 1 Peer/Self  Teacher C (2 or more lessons per week): Expectations as per '2 lessons per week'

# Appendix 2 for teachers only

## Expectations of teachers

### Effective feedback opportunities

Effective feedback may take many forms:

- Appropriate and varied questioning activities that repeatedly assess every student's understanding during a lesson (based on Tom Sherrington's techniques which are attached to each teacher's desk)
- Self- and Peer Assessed feedback;
- Formative Assessment in a written form;
- Summative Assessment.

### Effective feedback

Tomlinscote believes that feedback is most effective when:

- Students understand the feedback and how it supports their learning;
- Feedback to students includes specific targets for improvement or questions.
- Formative and Summative feedback contain three elements; **WWW** and **EBI** comments followed by a Student response in the form of **DIRT**

### Key Stage 3

At Key Stage 3 grades/marks are generally not used so that students focus purely on the identified strengths and areas of improvement.

### Key Stage 4

Summative pieces of work should follow the examination syllabus in relation to allocated marks and grading.

### Collecting and Returning Feedback

Before submitting work, students should be encouraged to Literacy (SPAG) proof-read their work using literacy codes, to highlight where they may have corrected their work (in green pen).

It would be normal to see summative assessment work returned within two weeks.

### Use of Feedback codes/ Literacy codes

These are used when appropriate and there is no expectation to use them on every piece of feedback.

**WWW** = What went well

**EBI** = Even better if

**LA** = Learning support Assistant provided feedback

**SA** = Self Assessed (Date provided)

**PA** = Peer Assessed (Date and name of peer assessor provided)

**FS** = Full Sentence Needed

**Sp** = Spelling error

**Cap** = Capital Letter

**?** = Meaning unclear

**Gr** = Grammar

**P** = Punctuation

**ll** = Paragraph

## MFL Correction Code

Code	Meaning	French	Spanish	German
<b>A</b>	accent	✓	✓	✓
<b>ADJ</b>	adjective ending	✓	✓	✓
<b>AGR</b>	verb agreement	✓	✓	✓
<b>AUX</b>	wrong auxiliary verb	✓	✓	✓
<b>C</b>	check the case			✓
<b>CAP</b>	capital letter	✓	✓	✓
<b>DO</b>	direct object	✓	✓	✓
<b>FS</b>	full sentence needed	✓	✓	✓
<b>G</b>	wrong gender	✓	✓	✓
<b>H</b>	heading/title/underline needed	✓	✓	✓
<b>IO</b>	indirect object	✓	✓	✓
<b>PA</b>	peer assessed	✓	✓	✓
<b>PL</b>	plural	✓	✓	✓
<b>PP</b>	past participle	✓	✓	✓
<b>SA</b>	self-assessed	✓	✓	✓
<b>SG</b>	singular	✓	✓	✓
<b>Sp</b>	spelling error	✓	✓	✓
<b>T</b>	wrong tense	✓	✓	✓
<b>V</b>	wrong verb	✓	✓	✓
<b>VTE</b>	verb to the end			✓
<b>WL</b>	wrong language	✓	✓	✓
<b>WO</b>	wrong word order	✓	✓	✓
<b>WP</b>	wrong preposition	✓	✓	✓
<b>WW</b>	wrong word	✓	✓	✓
<b>TMP</b>	time, manner, place			✓
<b>V2</b>	verb in 2 <sup>nd</sup> place			✓
<b>^</b>	omission mark	✓	✓	✓
<b>~~~~~</b>	meaning unclear	✓	✓	✓

## Subject-Specific Variation

### Mathematics

Please see the Mathematics feedback policy for information on how they meet this criterion.

### Subjects undertaking coursework/controlled assessment

The school recognises that when subjects are undertaking coursework/controlled assessment, no other form of formal assessment will take place in Year 11.