

Introduction

Over recent years we have been actively engaged in developing the ways we give feedback to our students. Our approach is based on evidence-informed best practice and educational research. This research is clear – the feedback given to students is the most powerful tool we have to improve learning. This work has led us to create a Hanley Castle Feedback Toolkit. We expect our teachers to use a variety of assessment for learning techniques in the classroom to support student progress and learning. This practice is regularly evaluated to ensure we make effective use of all assessment opportunities and share best practice across the school.

We’re sharing this information with you, as parents and carers, because again, the evidence from research from the Education Endowment Foundation (EEF) shows that *‘parental engagement has a positive impact on average of 4 months’ additional progress.*

So, what is feedback?

Feedback is information given to a student that improves their learning. It can be about their learning, the learning activity or the student’s management of their learning. Feedback can be verbal, written or through tests or via digital means. It can come from the teacher, learning support assistant or other students. The feedback teachers provide for students should form the basis of planning for future learning. Feedback will vary with age, **subject**, teacher and between students. It should be as instant as possible and should be given on the most appropriate work or task in order to maximize impact. Feedback should be specific, motivational and direct students how to make progress. We don’t prescribe how often feedback is given – departments and teachers choose the ‘how’ and ‘when’ in order to maximize the impact of the feedback. We expect our teachers to put their energy into providing high quality learning experiences and feedback for our students every lesson.

What feedback might look like – information for students

Feedback Toolkit – when & how will I receive feedback on my work?

<p style="text-align: center;">IMMEDIATELY</p> <p style="text-align: center;">Given at various points during lessons, activities and tasks, allowing you to take action straight away.</p>	<p style="text-align: center;">AFTER A TASK OR AT THE END OF A LESSON</p> <p style="text-align: center;">This will usually be a summary to help you understand how well you/a group/the whole class are progressing. Sometimes written comments may be given at the teacher’s discretion.</p>	<p style="text-align: center;">AFTER A TOPIC OR SERIES OF LESSONS</p> <p style="text-align: center;">This may be a written comment (with/without a mark) and may be for individual pieces of work / a test / a body of work.</p>
<p>Verbal target/comment – allows you to make immediate improvements or correct misunderstandings <i>(you can make brief notes of these in the back of your books or within your lesson notes)</i></p> <p>Teacher questions to develop thinking – this can help you to develop your understanding of an idea or concept</p> <p>Teacher responds to my questions – this helps you check your own understanding and put right misconceptions</p> <p>On-the-spot positive feedback, such as ticks, Epraise points, verbal praise – this confirms you’re doing a good job!</p> <p>Teacher circulating during independent work – allows your teacher to check how you’re doing and pick up any misconceptions.</p>	<p>Teacher feedback to the whole class after you have used mini-whiteboards, sticky quizzes, silent starter activities etc. – this will help you assess your own progress and understanding of ideas</p> <p>Use of success criteria / mark scheme / check-lists – to help you to identify which ideas or concepts you have understood, or where there are still gaps in your knowledge .</p> <p>Use of Show Call – where your teacher shares an example of work – this will help you see the model of what you are aiming for and identify key elements for success or improvement.</p> <p>Peer assessment – this will help you gain a different perspective on your work and even learn from others</p> <p>Teachers re-teaching a topic – this will help reinforce difficult ideas or common class misunderstandings</p> <p>Self-checking e.g. Look/Cover/Write/Check with key terms from checklists or knowledge organisers – this will help you take ownership of your learning and identify areas you may need to work on further.</p>	<p>Written comments from my teacher, including targets for improvement – Only if this will benefit students above other more immediate methods - this will help you to make specific improvements to your work and set targets to develop your learning</p> <p>Detailed verbal comments from my teacher – again, this will help you to make specific changes to improve your work and develop your understanding <i>(you can make brief notes of these in the back of your books/in your lesson notes)</i></p> <p>Sample or model responses to the task undertaken –e.g. going through an exam paper or assessment task - this will help you understand how to meet success / assessment criteria and see how to improve your work.</p> <p>Whole class feedback, for example, your teacher may look through a piece of work and highlight areas of strength, common misconceptions etc. to share with the class – this will allow you to identify which targets apply to your own work.</p>

What to expect in your child's exercise books:

Please don't expect to see every page of a book marked – we would expect our teachers to be focussing their time and efforts on the key pieces of work to give quality feedback on.

Also, don't expect to see lengthy written comments on all pieces of independent work – this isn't usually the most effective way of giving feedback to students, and a range of techniques should be seen.

Please do expect teachers to be choosing the most appropriate work to give students quality feedback on.

Please do expect teachers to be giving students frequent verbal feedback in lessons that helps them to make maximum progress.

Please do expect teachers to be investing their energies in providing a range of opportunities to give feedback for learning to students.

FAQs:

1. How do we know that teachers are giving good feedback if we can't always see it in their books?

Answer: In addition to trusting our teachers to do a good job as professionals and by involving teachers in quality training we have a number of ways to monitor what goes on in our classrooms. Heads of department and senior leaders will frequently drop into lessons to see the quality of feedback being given and look at exercise books. In addition, staff will regularly share their good practice in giving feedback and our self-review evaluation and monitoring procedures will also scrutinise the quality of feedback given in lessons.

2. What's wrong with more traditional marking methods?

Answer: Many schools across the country are responding to the overwhelming research evidence which highlights that the traditional 'tick and flick' marking of children's books, and lengthy written comments by teachers, are not as effective as other methods of giving feedback to children. These are not new research ideas, but only recently are schools starting to embrace these techniques to improve children's progress even further.

3. Should I expect feedback on all homework?

Answer: Not necessarily – teachers will choose if the homework task is the most suitable to give feedback on. It might be that the homework is to prepare for the next lesson or to revise for a test in which case feedback would be inappropriate. However, we do ask that all homework is acknowledged, either by the teacher or through self/peer assessment.