

A Whole School Feedback Policy

Principles

The quality of 'feedback' underpins a student's ability to improve. Research suggests that feedback has the single biggest impact on student progress. Feedback can be done through a range of approaches such as; written, verbal, peer and self. Feedback guides and supports students, improving their ability to progress, enhances and enriches teaching and learning and assessment and review in all subjects. All teachers have a crucial role to play in identifying the most suitable way of giving feedback by choosing and planning for this appropriately. We will ensure this is done consistently across all departments. This will lead to the personalised improvements and progress of every student whilst also developing confidence in all skills.

DIRT stands for '**Dedicated Improvement and Reflection Time**'. It has become a useful short-hand for checking, drafting, proof reading and for labelling the age-old process of students spending crucial time on improving their work. It is a focused attempt to hone in on proof reading and written accuracy with a coherent language and shared approaches. It means we are doing less in terms of quantity, but the quality of work and the degree of challenge and expectation is higher than ever. It will balance peer and self-assessment and will be strategically guided by the teacher. This is a 'stop' moment to reflect on learning and decide next steps.

Minimum standards & expectations across the curriculum

There is no numerical expectation for the appropriate number of DIRT time or stamps recorded in the students' books, as feedback should be timely and develop learning, not meet a quota. However, each student should experience sufficient DIRT activities/time and multiple verbal feedback opportunities to make progress. Each department may respond to this according to subject suitability but this response **must** be consistently applied across the department.

1. Ensure that feedback is given choosing the appropriate strategy directly linked to the work. (see guidance)
2. Use of 'feedback given' stamp for when verbal feedback is given and ensure (where appropriate) students have made notes/comments around this stamp.**
3. Incorporate the use of DIRT (Dedicated, Improvement, Reflection, Time) within ALL teaching, clearly identified in SFL and clearly identifiable in books/folders- Departments to respond appropriately & consistently
4. DIRT **should** be planned and can be anything from 2 minutes to a full lesson throughout KS3, 4 and 5 and most importantly be 'timely'
5. DIRT, and verbal and written feedback comments, **should** be;
 - Focused
 - Modelled and scaffolded
 - Targeted
 - Acted upon by students
 - Exploited through the power of peers
6. Use of the Purple Pen of Progress for written D.I.R.T (where students use the time identified by the teacher to improve a section of work, it will be written in purple pen).
7. Students should have opportunities to peer assess/improve each other's work, shown by the use of red pen.

** Verbal feedback is a valuable form of formative feedback. Some curriculum areas may use this type of feedback more frequently because of the nature of their subject. For example in Design and Technology, Art, Music, Drama and Physical Education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning objectives and success criteria.