

This Spotlight supports the T&L Briefing (18/09/20). As we begin a whole academic year with the sole focus of embedding Department Specific Feedback Policies in our classroom practice, this Spotlight includes a short reminder about the importance of feedback, and outlines how we might be able to tell if we are having an impact on pupil progress.

Feedback - how did we get here?

- You have heard it before, but it is worth repeating - *Research suggests that providing feedback is one of the most effective ways of improving students' learning*¹
- Too often the notion of feedback is wholly mistaken for just written marking, but as we know that is only one facet of great feedback.²
- When it comes to 'marking' quantity is often blurred with quality³
- Great feedback will look different in each and every subject discipline.
- Departments have written their own nuanced Feedback Policies - this is important; it reflects a rethinking of feedback and will involve a re-education for students, parents and (possibly) teachers about what makes for meaningful feedback.

Feedback - how will we know if it is having an impact?

Pupils will:

- understand how to develop as a result of regular, high-quality feedback from staff who use a wide range of feedback strategies
- know how to and are given a good amount of time to respond to feedback - they value this and understand their role in the feedback process
- acquire the shared language of "feedback at Channing"

Staff will:

- use a variety of powerful feedback strategies so that students can answer the questions: 'Where am I going?', 'How am I going?' 'Where to next?'
- find that their feedback is more efficient and impactful (meaningful, manageable and motivating)
- use the shared language of "feedback at Channing"

Parents will:

- understand how a range of feedback strategies help children progress and how they can contribute

How can we make sure this whole school strategy works and has an impact on pupil progress?

- Work with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment)
- Using verbal feedback during lessons in place of written feedback after lessons where possible
- Be explicit in your conversation with students about feedback - be clear that written marking is only one form of feedback
- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes

Takeaway:

- Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning.
- The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

¹ A marked improvement? Education Endowment Foundation. A review of the evidence on written marking (April 2016)

² Reducing teacher workload: Marking Policy Review Group report: Report about eliminating unnecessary workload for teachers regarding marking, including principles and recommendations

³ The Independent Teacher Workload Review Group (2016)