

At the HoDs meeting this week, we split into small (socially-distanced groups) to discuss the Subject Specific Feedback Policies. There was an atmosphere of professional collaboration and efficacy. It filled me with real optimism that our three year focus on feedback will have an impact on pupil progress and colleagues' workload; *'Meaningful, manageable and motivating'*. Below is a summary of part of these discussions. You might want to approach colleagues within these departments if you are interested in finding out more about the approaches they are embedding.

**Outline one approach to feedback that the whole department is hoping to embed this year.**

It was exciting to hear that The Music Department is using **video feedback** in KS3. Unsurprisingly the use of technology features a lot in the feedback policies. In Art pupils are **sharing work in GC** for the teachers and peers to view and examine. In PSHE **Google Forms** are going to be used to find out if there are gaps in the curriculum and ascertain if lessons are having an impact. Written work is Drama's feedback focus and they are using the **comment bank** and **'Mote'** on Google Classrooms. In ICT feedback is embedded into the assignments and students receive **personal feedback** at the end. **Google forms** are being used for pupil self assessment. In Psychology they are aiming for **increased efficiency of feedback** using a range of strategies such as **mote, google comment bank** and students selecting **personal targets** from a bank of comments. In Spanish traditional marking using **correction codes** is now done online. History has made all classes create a folder and share it with the teacher so we can **'maintenance mark'** electronically. They also advocate the **Apple Classroom** as an electronic 1:1 tool. Politics and Economics are both introducing more **Peer to Peer feedback**

It is clear that Departments have thought deeply about the **range of feedback strategies** they want to embed. In Biology teachers are **highlighting mistakes in yellow**. In French they have introduced **targets** at KS3 for significant homework. In Chemistry teachers give **feedback sheets for significant pieces of work** - giving detailed feedback per question. In German they are using **peer assessment** where students write down somebody else's mistakes. focusing on certain aspects - e.g emphasise tenses. In Maths they have introduced **self-assessment** for use in **DIRT time**. Students use a green pen to do targets (corrections and extension questions). In Physics there is a box where students write a **comment reflecting on their work**. In RE **verbal feedback** is used during lessons and **peer feedback using ICT**. In PE one piece of **verbal feedback** is given each lesson & there is a **self assessment / feedback review** at the end of each unit. In English at KS3 they are moving towards some units having fewer assessments and more **pre-assessments**, they are also introducing **DIRT**. In Classics they are using proformas to **ensure consistency across teachers** and being clear on **timing and assessment objectives**. Geography is moving away from 'tick and flick' and now instead do **one substantial assignment each half-term**.

|         | Where the learner is going               | Where the learner is                                                                     | How to get there                               |
|---------|------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------|
| Teacher | Clarify and share learning intentions    | Engineering effective discussions, tasks and activities that elicit evidence of learning | Providing feedback that moves learners forward |
| Peer    | Understand and share learning intentions | Activating students as learning resources for one another                                |                                                |
| Learner | Understand learning intentions           | Activating students as owners of their own learning                                      |                                                |

**Takeaway:** At the heart of this focus on feedback is formative assessment. Dylan Wiliam references five 'key strategies' that support the implementation of effective formative assessment. It is vital we understand and reflect upon where our feedback approaches sit on this diagram as we move forward with embedding these practices in our classrooms.