



### **Safeguarding Statement**

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Equality & Diversity Statement**

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

# **LANGLEY PARK SCHOOL FOR GIRLS**

## **FEEDBACK POLICY**

<b>Approval Body:</b>	<b>Governing Body</b>
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<b>Designated Person (as appropriate):</b>	<b>Assistant Headteacher</b>
<b>Committee with Remit (as appropriate):</b>	<b>Governing Body</b>
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### **Version History**

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## 1. Introduction

### 1.1 Scope

*'The only important thing about feedback is what students do with it. If our feedback doesn't change the student in some way, it has probably been a waste of time.'* Dylan William

*'It is clear from the research that there is little agreement leading us to a straightforward model or recipe for "effective" feedback.'* Prof Ruth Dann

Feedback forms an influential part of high-quality teaching. In whatever form, it should produce evidence of pupils learning moving forwards. **It is done for the benefit of pupils, not as evidence for adults.** LPGS practice in feedback is informed by research as referenced below and carefully considers both impact on pupils' progress and workload for staff.

Feedback practice at LPGS recognises and resonates with our curriculum development and affords curriculum leaders autonomy and integrity over what feedback looks like in their subject. As such, all subjects have a feedback approach that encompasses the principles in this whole school framework and which staff implement consistently.

### 1.2 References informing policy and practice

- Collin, J and Quigley, A. (2021). *Teacher Feedback to Improve Pupil Learning - Guidance Report*. [https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)
- Department for Education (n.d.) School workload reduction toolkit <https://www.gov.uk/guidance/school-workload-reduction-toolkit#feedback-and-marking>
- Department for Education (2016). Eliminating unnecessary workload around marking. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)
- Elliott, V et al. (2020). Feedback: Practice Review. London: Education Endowment Foundation. [https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF\\_Feedback\\_Practice\\_Review.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Practice_Review.pdf).
- Hattie, J (2012) Visible Learning for Teachers: Maximizing impact on learning, Taylor & Francis. Routledge
- Hattie, J. and Timperley, H (2007). The power of feedback. Review of educational research, 77(1), 81-112.

### 1.3 Equality Consideration

This policy is inclusive of all students, teachers and support staff. This policy is of particular importance for learners with SEND who have the right to receive appropriate regular feedback to help them succeed. Where appropriate, formative assessment and feedback is adapted to ensure that students with SEND can overcome barriers to access, learn and succeed in the same, ambitious curriculum.

### 1.4 Statutory Requirements and Recommendations

The implementation of this policy is supported by the following frameworks and documents:

- Professional Standards for Teachers
- Ofsted Education Inspection Framework
- LPGS Performance Management Guidelines

## 2. Aims and Principles (describing what feedback looks like at LPGS)

### 2.1 Principles of Feedback

1. We lay the foundations of effective feedback through high quality initial instruction.
2. We deliver appropriately timed feedback which is focussed on moving the learner forward based on the task, the process, self-regulation or SPAG
3. We plan for how students will receive and use feedback, at LPGS this is called Langley Improvement Time (LIT).
4. We support staff to exercise their professional judgement and expertise in the application of effective feedback practice.

### 2.2 LPGS Feedback Non-Negotiables

1. Feedback is a **frequent** feature of all lessons, the method is expected to vary
2. SoL will **highlight key pieces of work** which will receive thorough and detailed feedback
3. Feedback is recorded in **GREEN** pen/ink
4. We offer thorough and detailed feedback at least once within a series of **6-12 lessons**
5. Feedback highlights **What Went Well** and **Even Better If** (WWW / EBI)
6. The EBI requires one of the 4 R responses:
  - a. **Redraft.** Go back and edit the work to improve identified areas
  - b. **Repeat.** Go back, revisit the content and repeat the task again
  - c. **Respond.** Complete the specific EBIs given for this piece of work
  - d. **Research.** Develop your work further with reference to wider research and content
7. Time is allocated for student response to feedback – (**Langley Improvement Time – LIT**)
8. Student response is recorded in **PURPLE** pen/ink
9. **SPAG** errors are identified, and corrected by the student
10. **Peer** and **self-feedback** are carefully planned, structured and supported by success criteria

### 2.3 LPGS feedback Methods

High impact, low-cost feedback strategies to alleviate burdensome workload:

- Verbal feedback
- Live marking
- Whole class feedback (WCF)
- Coded marking
- Proformas
- Peer and self-feedback

Staff provided with links to worked examples of feedback and help sheets for the methods above.

### 2.4 Staff workload and Effectiveness

Guidance for effective feedback, save you time and ensure impact on student learning

What teachers at LPGS should?	What teachers at LPGS should not?
Be familiar with your department’s feedback expectations and follow them	Provide extensive or unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback.
Recognise the value of <b>feedback in different forms</b> , other than written. Including live modelling and feeding forward.	Leave offering feedback longer than 6-12 lessons

Have schemes of learning which identify specific pieces of work for thorough and detailed feedback	Offer stand-alone comments on work of 'Well done' or very good!'
Offer feedback which will move learning forwards by requiring one of the <b>4 R action responses</b> .	Stamp work when you have provided verbal feedback.
Use standardised crib sheets, proformas, Examples available in the feedback appendix	Tick and flick; self / peer feedback can be used for this.
Ensure feedback (whether teacher, peer or self) is in <b>GREEN</b> pen / ink.	Give teacher feedback on every page/piece of work.
Ensure students respond in <b>PURPLE</b> pen / ink. Response may be to written or verbal feedback	Dismiss summative marking. Instead use whole class feedback to build this into your feedback cycle.
Highlight spelling and grammar errors. Spellings should be corrected by the student.	Forget digital tasks / quizzes. Can students record results of these via tracking sheets in their books?
Build in time during lessons or home learning for student response to feedback <b>Langley Improvement Time (LIT)</b>	Write the same comment in all books.
Provide clear criteria and guidance when using peer or self-feedback for tasks	
Use the language of feedback routinely with students, so they are aware they are receiving it	

### 3. Monitoring and Evaluation

#### 3.1 Quality Assurance

Heads of faculty are asked to schedule work scrutinies of all year groups throughout the year as part of their Quality Assurance schedule.

These may be conducted as part of the directed time for faculty meetings, within learning walks or as drop-down events throughout the school year.

It is important that student voice is used as part of this process in order to triangulate written policies with practice and impact on students.

### 3.2 Teacher Accountability

To ensure every student in our care has access to the same diet of feedback to drive their learning and progress, frequent learning walks are made by members of the Senior Leadership Team (SLT), Subject Leaders (HoF/ HoS) and Lead Practitioners (LPs). Focus Days take place each half term where books are scrutinised for feedback and progress during learning walks, meetings with teachers and student voice. Students are frequently asked about their learning. Where a lack of feedback shows students are not making clear progress towards expected curriculum end points, support and challenge is provided through targeted CPD in order to improve practice.



## Appendix 1. Examples of Departmental Feedback Policy

### Feedback in English

#### Frequency of feedback

- X2 summative assessments every half term (Language and Literature).
- In the interim we do live SPAG marking, sample under the visualiser, modelling
- Whole class feedback sheet
- Use of mini whiteboards for formative assessments

#### Written feedback:

- Department feedback stamps with WWW/EBIs
- Green pen
- Target banks
- Personalised feedback
- LIT- response
- Summative assessment cover sheets

#### Response to feedback:

- Students write responses to feedback in purple pen
- Students reflect and edit specific parts of work rather than something generic
- Students know what they need to do to move forward
- Misconceptions are addressed

#### Verbal feedback:

- In every lesson students experience verbal feedback demonstrated through questioning
- Verbal feedback stickers
- Live marking

#### Peer feedback:

- Model peer assessment first
- Green pen
- Students use a criteria
- EBI is a question prompting LIT
- Students use the editing code in the planner

#### Self feedback:

- Model self assessment first
- Use exemplars
- Students use a criteria
- EBI is a question prompting LIT
- Students use the editing code in the planner
- Students create their own target

#### Grades in English

We do not put grades on assessments.

### Feedback in MFL

#### Frequency of feedback

*Verbal feedback and live marking in every lesson  
Formative assessment via mini-whiteboards, plenary activities, post-its, questioning etc...*

#### Written feedback:

*Deep-marking minimum twice a half-term using the editing code and a standard feedback sheet, or whole-class feedback sheet including WWW/EBI and a score based on content and language*

#### Response to feedback:

*To make progress and learn from mistakes and misconceptions, you will respond to feedback by writing a re-draft in purple pen and highlighting where you responded to your EBI in yellow highlighter. You will also learn from good examples and correct common mistakes in starter activities.*

#### Verbal feedback:

*When speaking in class your teacher will support you in improving pronunciation and grammar and help you extend your answers.*

#### Peer feedback:

*On written work and speaking, peers will feedback using a check list.*

#### Self feedback:

*You will use your learning goals and personal learning checklists to evaluate your own progress in each unit of learning.*

#### Grades in MFL

*We only give grades after full trial exams in Year 10, 11, 12 and 13. Until then, you will receive scores and feedback for written work and vocab, grammar and phonics tests in KS3, which will help you move your learning forward.*



## Feedback in PE (KS3)

<p><b>Frequency of feedback</b></p> <p>Continuous throughout all practical lessons; individual and group feedback where applicable to improve safe practice and physical activity skills. Allows students to work towards end of activity assessment (at the end of each 5 week activity block).</p>	<p><b>Verbal feedback:</b></p> <p>Most common type of feedback used regularly in practical lessons. Verbal feedback could be given by teacher, student, group, self. Coaching/leadership – given to others to improve. Positive feedback/reinforcement</p>
<p><b>Written feedback:</b></p> <p>Minimal written feedback as it is a practical subject – written feedback <b>may</b> be given through the use of technique sheets/whiteboards/research tasks (self/peer feedback) which will impact practical performance.</p>	<p><b>Peer feedback:</b></p> <p>Providing feedback on skill/technique/performance. Occurs most lessons.</p>
<p><b>Response to feedback:</b></p> <p>Action: physical/skill response to feedback, strategies to implement, improvement on overall performance. Knowledge and understanding of rules, demonstration within practical performance (in various roles).</p>	<p><b>Self feedback:</b></p> <p>Featured in starter activities/do it now. May include SMART targets, self-reflection sheets, analysis of performance; all to support development of skills and confidence in practical ability.</p>
<p><b>Grades in PE</b></p> <p>Teacher assessment based on sport specific assessment criteria – at the end of activity block.</p>	

**This policy should be read in conjunction with the following policies:**

- Curriculum Policy
- Home Learning Policy
- Numeracy Policy
- SEND Policy
- Teaching and Learning Policy