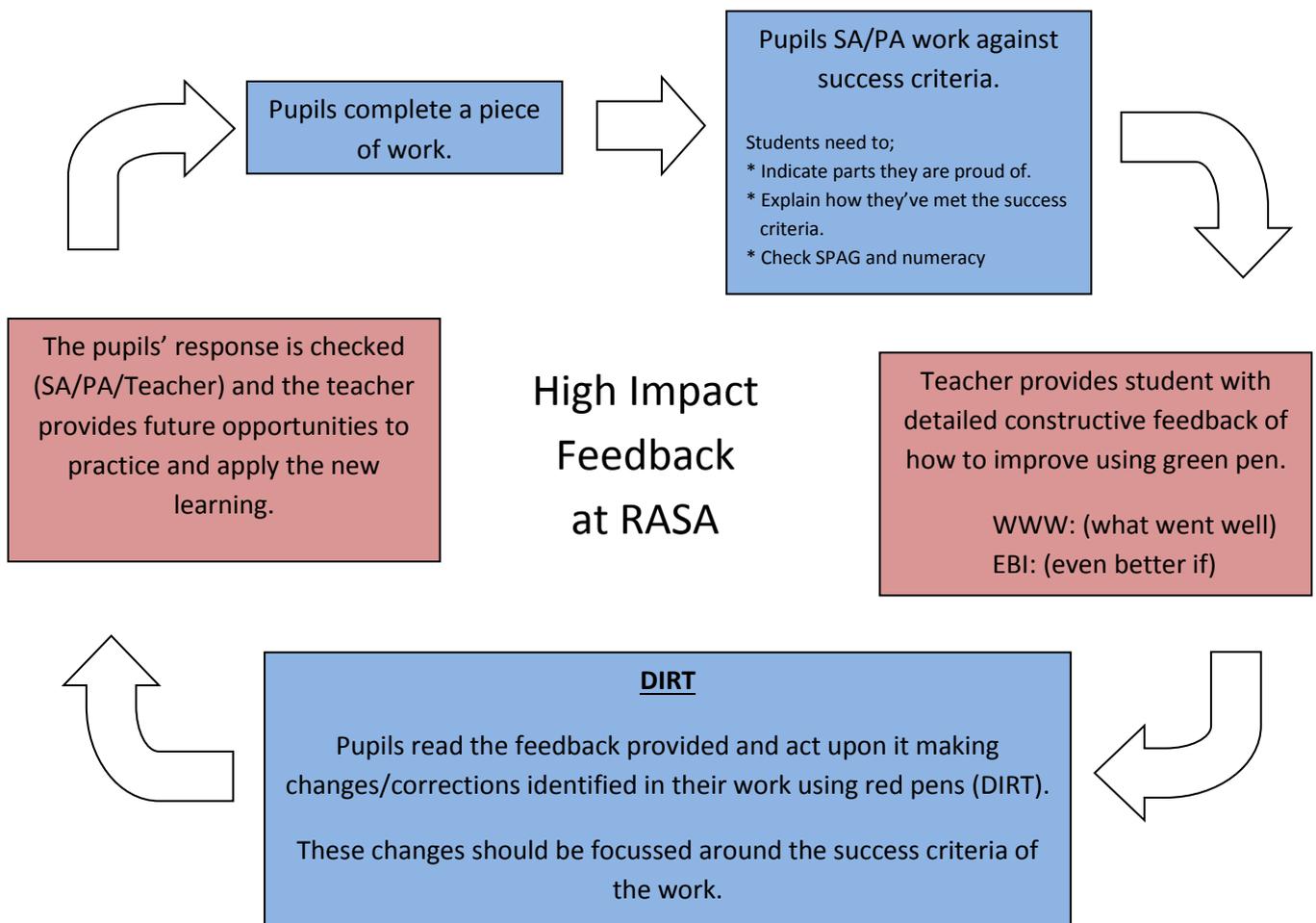


RASA High Impact Feedback Policy

Rationale

It is important that all students at RASA are exposed to a consistently high quality feedback across the range of subjects studied as research has shown that high quality feedback is one of the biggest factors on student progress. The key factor to feedback being successful is that it provides students with advice on how to improve and that they are then given an opportunity to make these improvements. This should be the main aim of feedback and marking.

The Feedback Cycle



High Impact Feedback

Key Changes:

1. There is no requirement for teachers to assess notes/examples in pupils' books providing it is correct. Students should identify this themselves (e.g. 'example' or 'notes' in the margin).
2. Work that has been peer or self-assessed in class should only be marked at the teacher's discretion unless this is not accurate. Peer and self-assessment should be identified by students in the same way – PA and SA.

3. There is no need to write generic “praise words” throughout pupils’ work. Any praise provided should be specific to the success criteria and focussed on improvement – not behaviour, effort or presentation.
4. If teachers gives detailed feedback in the margin of a pupil’s piece of work, then the student must complete the WWW and EBI based on these comments. During the marking cycle, teachers should check the accuracy of this.
5. All teacher feedback should be in **green**. Student feedback should be in **red**.
6. When pupils are provided with feedback, this **should not** include an effort and/or a quality of work grade.
7. If a piece does need an overall score/grade, this should be done **only** after DIRT has been completed.

DIRT

1. Time (DIRT – Dedicated Improvement and Reflection Time) is given in lesson for the pupils to act upon the comments and redraft or make improvements to their work using the **red** pens provided. Giving pupils opportunity to improve their work in class time is vital and must be completed **each time** the students are provided with feedback. This should be always completed by the pupils in **red** pen.
2. Please note, PA and SA does not mean reflection. Comments should focus on the learning outcomes and/or success criteria.
3. Teachers should then ensure that this has been completed following the lesson.

For additional information on DIRT see the information sheet provided.

Time scale

Feedback should be completed as per the individual department time scales.

(Pupils receive complete a feedback cycle at a minimum frequency of once every 3 weeks)

Literacy and Numeracy Focussed Feedback

1. Marking should have a literacy and numeracy focus using the marking codes included below. However, there is no need to identify every error in pupils’ work but rather pick out key vocabulary/calculations for them to correct
2. Where a spelling error has been identified the pupil should correct the spelling. If the teacher provides the correction, the pupil should copy it out 3 times.

Assessment Codes

SA	Self-Assessment
PA	Peer-Assessment
R	Reflection

These should be recorded in the margin when used. Planning needs to ensure that these assessment opportunities have a maximum impact on the pupils.

Marking Codes

The marking codes below should be used as part of the marking process.

v	Work is correct
vV	Work is correct and of an impressive standard
x	Work is incorrect
++	Work is incomplete / lacking in detail
sp	Incorrect spelling
p	Punctuation- circle incorrect or missing punctuation points
g	Grammar- underline a word or phrase showing the grammatical mistake
//	New paragraph
Cp	Capital letter
N	Numeracy error

Additional MFL Marking Codes

aa	Adjectival agreements
v	verb form
acc	Accent missing
wo	Word order
^	Missing word
m/f	Check gender

Monitoring

1. Learning Leaders regularly scrutinise marking within their departments in line with the whole school QA work scrutiny calendar and report back their findings in terms of strength and areas of missed opportunity to RF/NWa via the Teacher and Learning Database.
2. SST undertake in depth work scrutiny during departmental reviews and feedback their findings to the Learning Leaders.
3. SST to undertake 'book looks' during learning walks and report back their findings to Learning Leaders.
4. Work scrutiny will have a larger focus on the pupils' response/changes rather than on the teachers' comments. If a short WWW & EBI results in the same response/action from the pupil than a longer one this is a good thing!