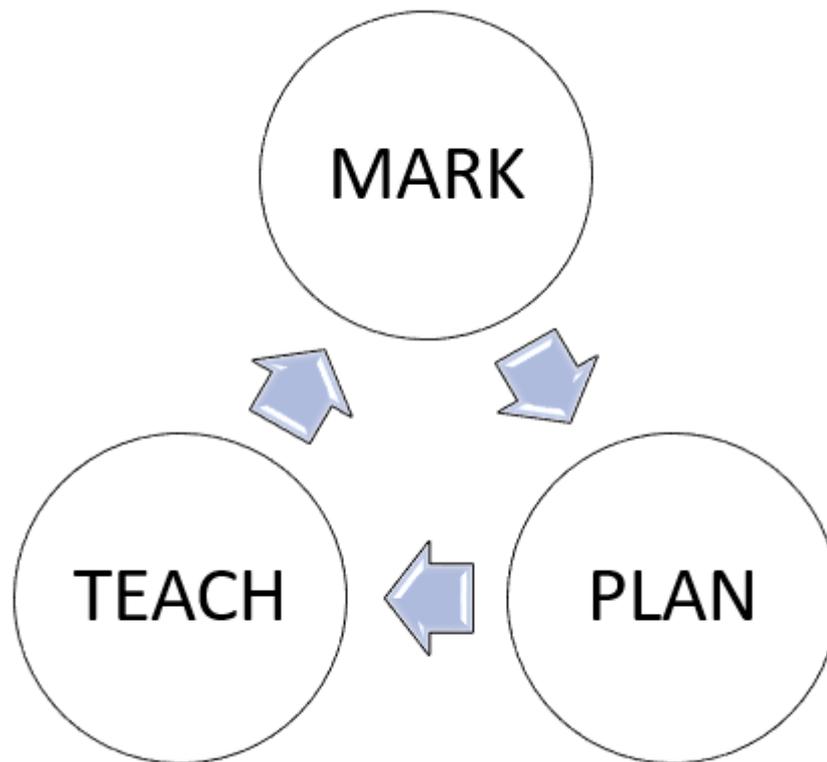*"The only important thing about feedback is what the students do with it"* Dylan Wiliam
"Feedback is a gift" Teach First

Effective feedback is an essential part of the learning process and has been described by Hattie as "the most powerful single moderator that enhances achievement" (Hattie, 1999). High quality feedback and assessment for learning enable staff and students to check learning and make decisions about what they need to do next to make sustained progress.

Impactful feedback can take many different forms and each Faculty has devised its own feedback policy to meet the needs of the students in each curriculum area and at each Key Stage. A range of strategies have been identified in the Faculty policy to ensure that teachers have a firm understanding of the progress that each student is making and these strategies will include the following as appropriate:

- Verbal feedback in class, including 'Live marking' – reading student work as they are writing and giving immediate feedback including marking for literacy
- Written feedback – including faculty designed code marking where appropriate
- Guided peer marking and/or self-assessment
- Whole class feedback
- Reading a set of students' work to identify common misconceptions and to re-teach

Principles for Formative Assessment and Feedback at Sydenham School

Underpinning Principles for Faculty Policies:

- Feedback practices set high levels of challenge and expectations for all students
- Feedback needs to enhance students confidence as well as their cognitive ability by including subject specific comments on progress
- We have an agreed and shared understanding of what constitutes effective feedback
- We have feedback practices and procedures that are manageable by all staff
- Students understand the importance of using feedback to make excellent progress and Faculties ensure that teaching time is allocated for this purpose
- Curriculum Leaders rigorously monitor the quality and impact of feedback and marking to ensure that the Faculty policy is adhered to and address any identified professional development needs. Book/work sampling and student voice should be used to monitor all forms of feedback, including verbal
- Feedback policies should be shared in an accessible format with parents and students.

Features of effective feedback:

Each Faculty policy must ensure that...

- Feedback is targeted and constructive and helps students to move forwards, focusing on what needs to happen next
- Feedback opportunities are carefully planned within each scheme of work and is always close to the learning activity.
- Giving students feedback in the classroom during the lesson has been proven to increase learning and student outcomes and should be prioritised
- Sufficient time is always planned for and given to students to act upon feedback
- Where appropriate, summative grades and formative feedback may be communicated to students separately so that sufficient focus can be given to ensuring that students understand how to act on formative feedback.

Adults will:

- Contribute to the development of the Sydenham HPL culture in which no student is limited by their prior attainment or self-belief by providing feedback the ensures students know how to make specific improvements
- Provide timely and tangible feedback in a variety of forms that enables students to make take actions to develop their skills, knowledge and understanding further
- Give praise effectively and selectively using a variety of methods including merits and HPL postcards home.
- Refer to and follow the school literacy and numeracy policy (this is being reviewed)

Students will:

- Act upon feedback in all its forms
- Understand that feedback comes in a variety of forms. This not only comes from the teacher but also from peers and their own reflection.

Feedback strategies will include the following:

A. **Teacher feedback based on the formative assessment of students' work**
- Verbal feedback in class to individual students. This is the most important mechanism for ensuring that students have immediate, detailed, specific and interactive dialogue that helps them improve their learning.
- Written feedback for identified pieces of work, planned across the year. This may include code marking where appropriate
- Highlighted/ticked mark schemes/criteria sheets
- Whole class feedback based on the teacher reading through a set of student's books and recording which students require praise, any student with unfinished work and any reoccurring misconceptions and SPaG errors
- The use of Personal Learning Checklists
- Seeking our misunderstood content, re-teaching this and altering teaching accordingly misunderstood content.
- Devising activities such as bespoke 'Do It Now' tasks.
- Devising quizzes, questions, further reading and tests to address misconceptions and next steps

B. **Self and/or peer assessment**
- Self-assessment and/or peer assessment that has clear and specific criteria that have been well communicated with student and that is closely controlled and monitored by staff
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Faculty Policy:

Curriculum Leaders are responsible for writing an assessment and feedback policy that meets the needs of the Faculty and that adheres to the principles of feedback outlined in this document. Each Faculty will plan how and where different types of feedback are used during the course of each scheme of work in each year group. The Faculty policy should include subject specific examples of excellent feedback practice.
The Faculty policy will be agreed with the SLT Line Manager and reviewed annually. The Senior Leader with responsibility for assessment and reporting will have oversight of each policy to ensure consistency.

Informed by: EEF: A marked improvement? A review of the evidence on written marking, April 2016. Eliminating unnecessary workload around marking – Report of the Independent Teacher Workload Review Group March 2016