



FEEDBACK POLICY	
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## Ballard Feedback Policy

### Overview and guiding principles for effective feedback:

Feedback is a central priority for all teachers at Ballard. The studies of feedback, reviewed in the Teaching and Learning Toolkit produced by the Education Endowment Foundation, Sutton Trust and Durham University, found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of one year.

It has been recognised that for a feedback policy to be effective, it needs to be principles driven and not overly prescriptive. With this in mind, our Feedback Policy at Ballard is based upon ten key principles for effective feedback.

### The ten key principles that underpin effective feedback at Ballard are:

#### 1. **Effective feedback is organic to all teaching**

At Ballard, feedback is not just something given at the end of a piece of work, or on specific tasks. Pupils will be continually reflecting on what and how they are learning and will be continually challenged to make progress. Our teachers are providing feedback when they ask follow-up questions, quiz pupils, engage in discussion with pupils, make oral comments on work, critique exemplar and pupil work, intervene in class and so on.

At Ballard, teachers strive to create a culture of open and safe critique, in which pupils welcome constructive feedback from the teacher and each other, in a collective effort to improve and progress.

#### 2. **Effective feedback is a cyclical process**

Feedback is not one-way but is a dynamic process through which pupils at Ballard are helped to reflect on and to improve their learning.

#### 3. **Effective feedback involves action by pupils (DIRT)**

At Ballard, **pupils are always expected to take some sort of action on teacher feedback**. Preferably, such action will take place during planned **Directed Improvement and Reflection Time (DIRT)** and will involve either **correction** of mistakes or weaknesses, **consolidation** of skills or knowledge, or a **challenge** to go further or deeper (**the three Cs**).

#### 4. **Effective feedback must be formative**

When teachers at Ballard give written feedback, they are teaching pupils. Comments and advice will communicate to pupils **where they are, where they need to go and how they can get there**. Feedback will **be specific**, avoiding vague generalities such as 'good work', and comments about the pupil's effort level or perceived traits.

#### 5. **Effective feedback has to motivate as well as inform**

At Ballard, feedback will not be too impersonal, too negative or too demanding, as it will not be effective.

#### 6. **Effective feedback must be about the learning in hand**

Feedback is clearly related to what the pupil is setting out to do, and not to a different or surprise agenda. Success criterion and/or exemplar work should be shared with pupils in advance where appropriate.

- 7. Effective feedback must be about communication as well as content (See section on marking for literacy)**  
At Ballard, all teachers will use feedback to support pupils' literacy within their subjects and as part of a wider drive to improve pupils' literacy across the curriculum. This will include selective feedback, when appropriate, on expression, organisation of ideas, sentence construction, style and voice, sense of purpose and audience, presentation and handwriting, as well as technical features of writing such as spelling and punctuation.
- It may also include feedback on the effectiveness of pupils' spoken contributions, listening and discussion.
- 8. Effective feedback must be attentive and regular**  
At Ballard, teachers will give attentive and regular feedback so that pupils can act on this and make rapid progress. The timing and delivery of feedback is recognised as a key factor in its success, and it is the teachers who are in the best position to decide on this.
- 9. Effective feedback needs to be effective, rather than extensive**  
At Ballard, the **quality of any feedback is more important than the quantity**. Teachers will provide selective and well-focused comments that are more valuable than less careful saturation marking. Teachers will direct pupils to edit or correct their own work as this may be more effective than doing it for them.
- 10. Effective feedback will vary in practice & appearance across subjects and contexts but be led by our ten guiding principles for effective feedback**  
At Ballard, our teachers are trusted professionally to devise the most effective methods of feedback to suit their subject areas or context. Therefore, practice may differ across subject areas and sections but will draw upon these ten guiding principles for effective feedback.

HODs/HOSs will be encouraged to create their own feedback guidance that draws upon the ten principles for effective feedback.

For example, Pre-Prep may place a greater emphasis on oral feedback compared with other sections of the School. **See Appendix.**

The monitoring and evaluation of teachers' feedback will be moderated against subject criteria, and through regular discussion of rationales and strategies, which may not be apparent to an observer. These discussions may take place within Line Management, HODs meetings and Whole-School CPD.

### **Expectations for effective feedback:**

Feedback is most effective when given at the point of learning. Most feedback will be given in the classroom either to the whole group or with individual pupils, so that dialogue can take place and areas of difficulty can be dealt with promptly.

Pupils also benefit from regular, low stake, self-assessed quizzes which identify gaps in their knowledge. Self and peer assessment can also be effective when there is a clear success criteria or mark scheme in place for pupils to refer to and overseen by the teacher.

### **Oral Feedback**

- In the classroom, teachers should ensure that all pupils are receiving regular positive, formative feedback on their work, within whole-class discussion and questioning as well as one-to-one dialogue.
- As with written feedback, pupils must be consciously acting on oral comments, but this does not mean teachers must evidence oral feedback (via stamps for example) throughout pupil work as this has been given to the pupil.

## Written feedback

There is no expectation that every piece of work pupils complete will receive written feedback. As a school we are keen to embrace a sensible and realistic approach to workload, but this does not mean that we have a 'no written feedback policy'. It is likely that a summative assessment and/or final piece/project work will receive more detailed written feedback than general book/class work.

- All teacher feedback must be completed in **green pen/text**.
- Teacher comments and annotations must be:
  - formative, indicating specific strengths and setting clear, meaningful next steps to improve.
  - positive, personal and framed in such a way as to motivate the learner to improve.
  - focus initially on the learning in hand, addressing what the pupil has set out to do.
- The pupils' work itself should be annotated in **green pen/text**, to indicate where and how pupils are achieving and can improve.
- Where permitted by exam regulations, feedback on all formal assignments, controlled assessments, coursework and mock exams should be given to pupils as soon as possible. Any grades, levels or threshold descriptors must be supported with comments, as below. Pupils should then set targets for further improvement.
- Written feedback should be attentive and regular. Feedback on specific pieces of work completed by pupils and assessment pieces should be provided as soon as possible.
- Feedback should be linked to age-related expectations and assessment thresholds or GCSE grades in Years 10 & 11 when appropriate (for example, on assessments, mocks or end of year exams).
- Rather than saturating the work, feedback should be selective and carefully focused, supporting pupils in reflecting on and improving their own work.
- Pupils must be visibly acting on feedback. Responses to comments, corrections, improvements and edits should always be made in **purple pen/text**. (See DIRT)
- Feedback in exercise books/OneNote on 'everyday' work should be given regularly, and never less than once every term on top of a summative assessment (except for Maths and English – every half-term). If a summative assessment is not used, then feedback in books/OneNote is required every half-term.

## Whole Class Feedback

Classwork may not always be 'marked' but should be acknowledged; there might be occasional 'overview' feedback on this sort of work. Subjects and sections may develop their own practice regarding this type of feedback and may choose to adopt a **whole class feedback** approach for this when deemed appropriate.

## Self and Peer-Assessment

- Pupils should be encouraged to assess each other's work, as part of a culture of open and safe critique within the classroom (or studio, or laboratory, or gym)
- Like any other work, pupils' feedback to each other (written or oral) first needs to be carefully modelled, and to be based on a shared understanding of success
- Pupils' comments, corrections, improvements and edits should always be written in purple pen.

## Literacy

Teachers must give regular feedback on pupils' communication within the subject when appropriate, including selective correction of spelling, punctuation, organisational and presentational features, especially where these are subject-specific.

Key areas of literacy to address include:

- capital letters
- punctuation (full stops, commas, questions marks)
- spelling of subject specific key words
- repeated/several class errors spelling of general vocabulary

It may not be possible to correct every literacy error in a piece of work, and indeed to do so would likely be disheartening for the pupil, so it is recommended that only major errors are identified if there are many. A form of 'selective' marking, relevant particularly to literacy-related subjects, is to identify all types of errors within a limited section of work, or only certain types of errors in all the work. Literacy-heavy subjects may wish to add other areas to this list relevant to their subject.

## Feedback Codes in all subjects

In the interest of consistency and to support literacy development across Ballard, teachers will use the following symbols when giving feedback on pupil communication within their subjects:

<b>Cl</b>	- Capital letters
<b>P</b>	- Punctuation
<b>Sp</b>	- Spelling
<b>G</b>	- Grammar
<b>Exp</b>	- Poor expression
<b>?</b>	- Meaning not clear
<b>WW</b>	- Wrong word
<b>//</b>	- New paragraph
<b>^</b>	- Missing word
<b>T</b>	- Target
<b>I</b>	- Independent Work
<b>DD</b>	- Write in greater depth and detail
<b>ATQ</b>	- Answer the question
<b>WFTQ</b>	- Use words from the question
<b>SW</b>	- Show your workings

## Directed Improvement and Reflection Time (DIRT)

This is the action that closes the feedback loop and impacts most on pupil progress. Acting on feedback is not effective when pupils simply repeat or reform the formative comments from the teacher; it does not reshape their learning or allow a pupil to show their understanding of the teacher feedback. Acting on feedback is most effective when pupils physically develop/correct, add to or redraft work using their purple pens.

Pupils must be given time in class to improve their work based upon the areas identified by the teacher. This is known as Directed Improvement and Reflection Time (DIRT). Pupil response should be completed in **purple pen/text** where appropriate.

DIRT may include one or more of the following:

- Teachers should share with the class the areas identified. The focus and majority of time should be spent on misconceptions/knowledge and tasks linked to this.
- DIRT tasks (i.e. pupil response to the areas identified) should be explicit in exercise books/folders/OneNote.

- Subject areas may decide on the format of DIRT tasks, but there must be a consistent approach within the department.
- Pupils should use purple pen to complete improvement work, including corrections made to an existing piece of work.
- Teachers could model worked examples and model processes of review and correction.
- DIRT tasks are decided by the class teacher, some examples include answering an essay question, redrafting a piece of work with corrections/improvements, completing an exam question or gap-fill exercises.
- The teacher may decide how long is appropriate to spend on the feedback lesson, this could be from 15 minutes up to the entire lesson.
- This should normally take place in the lesson after books/folders/OneNote have been checked.
- DIRT tasks can be checked immediately through 'marking live', verbal responses, self-correction (where appropriate – answers provided) and through additional checking during the next feedback cycle if necessary.

## **Economy for impact**

Time spent marking a pupil's written work is time spent teaching that individual; the teacher must use those minutes to have the greatest impact on learning.

The quality of feedback is more important than its quantity; economies are essential if feedback is to have real impact on learning and support teacher workload management.

These will vary across subjects. Below are some examples:

- Some 'process' work (such as notes, rough work, practice writing and so on) will be acknowledged rather than 'marked.'
- The teacher might only provide detailed feedback on one section, page or paragraph of a piece of work. (The pupil might then add their own annotations.)
- Final drafts may be marked sparingly, with more detailed, formative feedback having been given on earlier drafts.
- Comments at the end of a piece of work might be minimal, with the focus on targeted annotation instead.
- Much feedback will be oral rather than written, especially if work has been drafted in class, when it will have been the subject of individual & general discussion.
- Written annotations might be made by the pupil, rather than the teacher, following direction.
- Some feedback might be through reference to a printed series of comments, which pupils select and apply to their own work.
- Feedback may include printed ready-printed stickers or slips, giving detailed advice on an aspect of punctuation, for example.
- Some feedback will be from peers or by self-assessment; this must be carefully modelled, and to be based on a shared understanding of success.

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## Appendix 1

### Ballard Pre-Prep (EYFS and KS1) feedback

In Pre-Prep we are committed to providing relevant and timely feedback to pupils, both orally, visually and in writing. Our marking focuses on feedback which is directed at individual pupils and their **next steps** and future areas of development. We have high expectations in the presentation and quality of the work produced by all pupils.

#### Orally

We realise that young children need as much immediate feedback as possible, therefore much of it is verbal and communicated whilst the child is either working or when the piece of work has been completed.

#### Visually




In Pre-Prep we use green (green for growth) and pink (tickled pink) highlighters and pens; pink identifies where the learning objective has been met or there are additional strengths in the piece of work and green denotes areas for improvement.

#### Writing

Short comments may be written for pupils and an adult may read these to the pupil so that they know what has been written.

**In Year 2 the use of purple pencils for self-correction, self and peer marking is introduced.**

In addition to the codes referenced in the main policy, Pre-Prep will also use the following:

FS/.	full stop
	finger space
	tickled pink
	green for growth
1:1 or S	supported - 1:1 or small group
hw	handwriting