Effective Feedback Policy

Purpose

"Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" - Hattie and Timperley (2007)

This policy will promote regular means of verbal and non-verbal communication with students about their individual progress in a form that is clearly understood by students and teachers. It will also help to ensure that all students have feedback on their work in a way that encourages a higher standard of achievement, extends able learners and also provides meaningful feedback. All of our students require feedback that should encourage them to meet their potential. Our feedback must therefore reflect our understanding of each individual child and their strengths and areas for development.

Handwriting

Teachers must ensure that students continue with pen/paper writing as required by final exams. Students can upload handwritten work digitally through the 'scan document' feature for teachers to annotate using the 'Quality of Feedback' approach outlined above. Teachers will provide digested verbal feedback as suggested by the 'quality of feedback' criteria.

Quality of Feedback Criteria

'A major role for teachers in the learning process is to provide the kind of feedback to students that encourages their learning and provides sign posts and direction along the way, bringing them closer to independence'
-Earl 2003

Feedback is most powerful when it is from the student to the teacher. Teachers should seek and be open to feedback from students as to what they know, what they understand and when they have misconceptions. The process below is designed to encourage student feedback.

(updated 12/2019)

Teachers will use voice notes and annotate with emojis shown below.

📢	•	General feedback (what went well?)on the quality of work.
👣	•	Next steps. (even better if) if I want to make this better now, this is what I have to do.
⚠️	•	Error corrections
🏆	•	Task for further development (ext by the student)
✅	•	Message read

Frequency of feedback

'Good feedback systems produce a stream of data to students on how they are doing - a flow of pieces of information that is hourly and daily as opposed to weekly and monthly (which is the rate of feedback produced by systems that rely on tests)' - Saphier et al (2008)

Primary teachers will:

- Ensure work in copybooks will be uploaded digitally by students

- Provide 'detailed feedback' – once a week in English, Maths, Science and Arabic where there is effective questions, promotes deeper thinking, using the quality of feedback criteria above

- Ensure daily Feedback includes aspects of the quality of feedback criteria. eg.👣 and/or 🏆

- Use Self assessment and peer assessment strategies

Secondary teachers will:

- Provide 'detailed feedback' a minimum of, one piece of work per subject every two weeks

- Ensure homework is marked on a weekly basis, using the 'quality of feedback' criteria.

- Use Self assessment and peer assessment strategies

Quality Assurance

A two tier quality assurance structure will ensure the quality of feedback is outstanding,

Tier 1 - Program Coordinators (listed below) will be involved in the quality assurance process and will have transparency over all digital content submitted by students.

- PYP

- MYP

- IGCE/A-Levels

Tier 2 - Grade leaders and subject coordinators will also have transparency over work submitted by students. Random sampling should take place at an agreed time interval to ensure the quality of feedback is consistently good across all classes.

Quality Assurance is tool for development, aimed to be a supportive implementation of strategies and support mechanisms to further develop teachers. It is the responsibility of Learning and Curriculum Leaders (Program Coordinators) to monitor the quality and impact of feedback in their subject areas.

This will be done during Audits and performance Management and systematically at other points through the year. Specific SLT members and the pedagogical leadership team will also undertake work scrutiny of specific students, groups of students or year groups during the academic year, through student sampling.

Where there are concerns over feedback an appropriate course of action to be taken to provide training and support in the first instance.

Guidelines and Procedures

The following will be implemented across the school:

Feedback should always reflect the learning objective of the activity and provide the opportunity to go beyond.

- Students should be encouraged to be "first markers" and check their work before giving it to the teacher for feedback

- Where possible and appropriate, feedback should be done with the student

- Learning objectives should be included whenever relevant

- Spellings and grammar mistakes should be corrected ,but if there are many mistakes, correct if:

- spellings and grammar were part of the lesson objectives;

- it is a spelling that all children should know;

- (Section for AEN)

- it is something related to the child's individual or class targets.

Connections to other policies :

- *Behavior Policy* : iPad user agreement, bullying policy, digital citizenship, screen time

- *Assessment Policy* : frequency of feedback, quality of feedback, Formative frequency of questioning through digital platform (Showbie), response from student through variety of tools, audio, image, video , screen recording. Formative response is within topic folders on Digital platform. Evidence of progress, steps taken if no progress demonstrated, timeline. Identify the flight path for students through the digital platform, early interventions, accuracy

- *Performance Management*: learning walks, quality Assurance, work scrutiny

- *Technology Policy*: Expected behavior with devices, sanctions

- *Inclusion Policy*