



'Excellence Together'



Wyvern St Edmund's
Learning Campus

Written Feedback and Presentation Policy 2019-20

At Wyvern St Edmund's, our aim is that every student becomes the best version of themselves that they can be. Every policy and procedure has our students' best interests at heart and is mindful of staff workload and wellbeing.

Our vision is enacted by way of every member of staff, whatever their role, working to safeguard the wellbeing of our students and to maximise their progress. Of equal importance for us is their personal growth, self-discipline and the self-discovery of their passions and God-given talents. Every member of our school is treated with dignity and respect and is shown care and consideration. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness' and are at the heart of all decisions that we make.

This policy was created with two aims:

1. To ensure students receive timely, meaningful feedback which supports progress.
2. To reduce teacher workload through the removal of any expectation to make comments on every page of a student book.

Written Feedback

Exercise books tell a story of what students are learning: what they have mastered or misunderstood. Reading students' books regularly helps their teachers to identify what students know, understand and can (or cannot) do. The feedback that follows this is a powerful lever for driving achievement if students take responsibility for their own progress and are active in the process.

This feedback policy focuses on the format of written feedback following diagnostic book looks. Of course, teachers will provide regular feedback throughout their lessons in a variety of forms, for example by checking for misunderstandings through questioning or mini-whiteboard activities, low stakes retrieval practice, verbal feedback and peer assessment. Students will also receive feedback on their progress through summative assessments which provide a mark or grade, for example at the end of a unit or the end of a year.

Expectations for regularity of written feedback

- Teachers are expected to give written feedback after every six lessons. This means that if teachers only see a class once a week they are therefore only expected to give written feedback in books once per term.

Expectations for the format of written feedback

- There is no expectation that teachers should tick pages as an indication that they have read them, although a double tick might show that a piece of work is particularly good and should be shared with the class.
- There is no expectation that teachers should write comments throughout the body of the work, e.g. 'Great work' or 'Lovely'.
- There is no expectation that teachers should write questions throughout exercise books, e.g. 'How?' or 'Why?' unless they expect students to respond to those questions in a DIRT lesson.

- Teachers are expected to underline spelling errors and circle punctuation or grammar errors, e.g. a missing capital letter at the start of a sentence. **The focus should be on high frequency errors and subject-specific vocabulary.**
- Teachers are expected to summarise their individual written feedback with a WWW statement of strengths and an EBI that clearly identifies targets for improvement. Teachers may choose to use codes for EBIs to avoid them having to write out the same target in every book.
- Teachers are expected to give students a DIRT task that will enable students to act on the teacher's feedback – this, too, may be coded e.g. DIRT Task #1 or DIRT Task #2. DIRT tasks will enable students to act on their targets and make progress, e.g. by redrafting a piece of their work, or attempting a new but similar task or an extension activity.

Expectations for DIRT (Directed Improvement and Reflection Time) Lessons

- Teachers are expected to give students half a lesson or an entire lesson, following a diagnostic book look, in which to listen to whole class feedback, read their written feedback and to act on the targets which the teachers have given them.
- Teachers are expected to begin DIRT lessons with some whole class feedback in which they share commonly misspelt words, share misconceptions they have identified and give guidance for how to address these. Teachers may choose to use whole class feedback sheets to do this. If re-teaching or modelling is required (for the whole class, groups or individual students) then DIRT lessons provide a good opportunity for this.
- Teachers are expected to use DIRT lessons to give verbal feedback and support students in responding to your written feedback in the yellow box. They might also 'live mark' student DIRT work and show great examples of improvement.

Expectations for how students respond to written feedback

- Students are expected to title their work 'DIRT Lesson'.
- Students are expected to correct SPAG errors identified e.g. by writing out the correct spelling or adding in missing punctuation.
- Students are expected to complete their DIRT task in a yellow box.
- Students might be expected to identify how they have tried to address their targets by annotating the work they have completed to show where they have met a target or by writing a summary statement.

Presentation

We expect students to take pride in their books, as we believe if they are asked to think about the details they are creating good habits for life. Books should be a resource that students can refer to in order to see progress in their learning and to enable revision for assessments and end of year exams. The expectation is that students should correct and improve work, so this is not about perfection. When work is corrected it should be neatly crossed through. If work is amended, the student can indicate this using an asterisk, highlighter or arrow.

Expectations of the presentation in books:

Students will:

- Write in black ink
- Complete drawings in pencil
- Underline all dates and titles with a ruler
- Rule off all completed work with a ruler
- Clearly title DIRT and homework tasks
- Complete all DIRT tasks and highlight with a yellow box
- Correct the spelling and grammar errors highlighted by the teacher
- Stick all sheets neatly into books
- Not leave blank pages/spaces
- Not deface their book with doodling or cut/ripped pages
- Cover damaged books

Teachers will:

- Routinely remind students of the expectations
- Prominently display, and refer to, the presentation poster in their classroom
- Address any issues regarding the expectations with students in lessons and through DIRT activity.
- Praise students for taking pride in their work

Monitoring of written feedback and presentation:

Teachers:

- are expected to have in place a system to ensure they are giving feedback in line with the regularity stated in the policy.
- are expected to ensure written feedback is maximising student progress.

Heads of Department:

- are expected to ensure there is full compliance, from all the teachers in their department, with this policy and are aware that failure to do so may result in disciplinary action or capability procedures.
- are expected to ensure a book look of each class in each short term takes place. These are recorded on the department monitoring sheet. The head of department will do this monitoring through learning walks, curriculum meetings, and the requesting of book samples and with their SLT line manager in their fortnightly meetings.
- are expected to direct the member of the teaching and learning team allocated to their department to support with the quality assurance of books. The head of department will be responsible for acting on the feedback received to maintain the highest standards.
- are expected to raise any concerns about monitoring with, and request support from, their senior leadership line manager.
- are expected to take prompt action to provide challenge and support where full compliance is not found to be the case.

Senior leadership:

- Senior leaders who line manage academic subjects will QA the monitoring of book looks through checking the department monitoring sheet, looking at books during learning walks and ensuring this is discussed routinely in line management meetings. Where there is concern, they will set a clear deadline for improvement and will provide immediate feedback to the senior leader with the strategic responsibility for teaching and learning.
- The senior leader with the strategic responsibility for teaching and learning will, in line with the monitoring and evaluation cycle, conduct quality assurance of all classes at least once per term through learning walks and book sampling.
- The senior leader with the strategic responsibility for teaching and learning will provide the relevant support and professional development to ensure compliance with the expectations of this policy.

Evaluation and development of policy

The policy is developed through consultation with staff, students and governors.

Review cycle of policy

This policy will be reviewed by the Headteacher every three years in accordance with the school's review cycle.

Policy author: Rebecca Foster **Policy reviewed:** June 2017

Policy updated January 2019 by Caroline Smith

Documents linked to this policy:

Teaching and Learning Policy

Home learning Policy

Department Handbooks

Parent and Student Voice Procedures