



Katherine  
Warrington  
School

# Feedback Handbook

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# Feedback at KWS

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## **Aim: to provide feedback that has a real impact on learning.**

- At KWS we see **feedback** as incorporating **all** the different ways in which students (and any other interested parties) receive updates on the effort and/or progress they are making on their learning.
- We believe that all feedback should be effective in either **improving learning** or **celebrating successes**, otherwise it is not worth the time taken to give it.
- Our focus for feedback is on **learning** (which has been defined by cognitive psychology to be an alteration in long-term memory) rather than **performance** (which is a temporary fluctuation in knowledge which can be observed and measured during and immediately after acquisition).

Our feedback model has three key areas:



### **Daily Feedback**

This covers 'assessment for learning', though we prefer the term **responsive teaching**. It is about our teachers carefully planning well sequenced lessons with clear objectives. It is about them taking time to plan for cognitive load and the right questions to check understanding, so they can adapt delivery and ensure students' secure knowledge. Our students engage in regular low stakes quizzes, use knowledge organisers across all subjects, and regularly reflect on their understanding and effort. See page 3 for more detail.



### **Feedback Cycle**

Some might call this a 'marking policy', at Katherine Warington its a cycle that runs every eight lessons, where we review students' work. We apply a literacy marking code to some work, and always note an effort grade but our real focus is on what we do next. We use the review as a springboard to plan **actions that will improve learning**. What these resulting actions look like varies based on the subject and the students' needs. See page 4 for more detail.



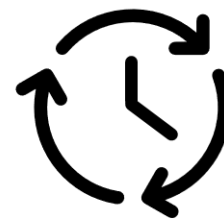
### **Formal Feedback**

This covers our tracking, assessments and reports. At key stage three we outline the **core expected knowledge for each unit** in each subject across our curriculum, then we measure progress against that. Formal summative assessment occurs once a year, at the end of the spring term, the primary focus of this is to identify any gaps in learning that can be filled during the summer term. We report to parents three times a year, with a **real focus on effort**. See page 5 for more detail.

# Daily Feedback

## Responsive Teaching: the daily diet

- Teachers carefully plan well sequenced lessons with clear objectives, that link back to their subject's big picture of learning.
- We plan for cognitive load and take time to plan the right hinge questions to check understanding, so we can adapt delivery and ensure students' secure knowledge.



## Reflecting on Effort & Progress

- In lessons students are asked to reflect on their effort levels and understanding against the defined objective(s) for the lesson. A consistent rubric is used across the school for these reflections, using a RAG1234 system and a comment.

KWS: Student Reflections	
Understanding	Effort Score
<b>R</b> <ul style="list-style-type: none"><li>I struggled to learn this</li><li>I need more help to understand it</li></ul>	<b>1</b> <ul style="list-style-type: none"><li>I was unfocused in this lesson and some of my contributions were disruptive</li><li>I need to improve my attitude next lesson</li></ul>
<b>A</b> <ul style="list-style-type: none"><li>I understand most of this</li><li>I could do with some time to practice</li></ul>	<b>2</b> <ul style="list-style-type: none"><li>I could have worked harder in this lesson</li><li>I need to contribute more in class, push to do harder work and/or present it better</li></ul>
<b>G</b> <ul style="list-style-type: none"><li>I am confident with this</li><li>I feel I could support others with it</li></ul>	<b>3</b> <ul style="list-style-type: none"><li>I worked hard in this lesson but could have challenged myself more</li><li>I have presented my work well</li></ul>
	<b>4</b> <ul style="list-style-type: none"><li>I really excelled in this lesson, challenging myself to learn</li><li>I provided valuable input to discussions</li></ul>

## Knowledge Organisers

- All units in every subject have a single page knowledge organiser.
- Students have copies of these in their work books / folders and they are all kept online in a single google site for each year group.
- Students use the knowledge organisers to revise and self quiz.

## Low Stakes Quizzes

- Students complete low stakes quizzes in lessons referencing items from their current and previous knowledge organisers.
- Such quizzes are used on a regularly basis across all subjects and the scores are only recorded by the students.
- Some quizzes make use of technology like kahoot, others are paper based, or a set of projected questions.

# Feedback Cycle

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At KWS our review (marking) of student work is light touch, we believe its what we do next that makes more of a difference, so this is where we spend our time.



## **An 8 Lesson Cycle:**

- Every 8 lessons teachers take time to review students' work.
- For core subjects, with four lessons a week, this equates to once a fortnight.
- For subjects taught twice a week this is once every four weeks and for those taught once a week it equates to approximately once a half term.

## **Which work is reviewed?**

- The student work reviewed varies by subject and the unit of work being completed at the time.
- For some subjects, the review will be a quick check through all completed work in students' books
- For others subjects, or particular units, it will be a specific piece of work that is reviewed in detail.
- Where appropriate it may be that a unit assessment is marked for the review.
- The plan of what work will be reviewed is therefore specified at a subject level.
- Each Class Log Book then outlines which work has been reviewed and the date of review.

## **What do we 'mark' on Students' Work?**

- All reviewed work will have an effort score written on it (see page 7) and this score is also logged in the Class Log Book.
- If appropriate, the literacy code (see page 8) marking will be used on the work.

## **Feedback Actions:**

- After reviewing the students' work the teacher identifies a number of actions to take which they outline in the Class Log Book.
- These actions could include immediate REACT type tasks (following a whole class feedback model), a need for a specific feedback lesson (along a DIRT model) or longer terms adaptations to the teaching of the unit and/or deliberate practice.
- We take these actions for the benefit of the students, rather than the observer checking our marking policy so some will not be easy so easy to spot - the Class Log Book and students work book need to be reviewed together to see their impact on progress over time. Specific feedback actions such as REACT / DIRT tasks are however always green (be it paper, pen or highlighted).

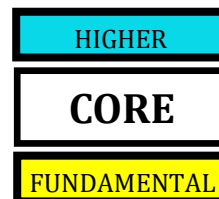
## **Class Log Book**

- Class log books all follow a set template in Google Sheets.
- As outlined above these include at minimum 1) a set of effort scores and 2) outline of the resulting feedback actions, every 8 lessons.
- The template includes an additional tab for teachers to log any other relevant information for a class, this could be anything from a unit assessment % score to a detail comment.

# Formal Feedback

## Knowledge Sets

- At Key Stage Three we outline the **CORE expected knowledge** for every unit of work within each subject.
- In addition, we outline a **FUNDAMENTAL** set of knowledge, to support students that are unable to directly access all the core knowledge and a **HIGHER** set of knowledge to stretch those who master it quickly.



## Mastering Knowledge Sets

- Progress in each knowledge set is reported using one of three descriptors:
  - Excelling** Mastered the knowledge, excelled in applying it across a range of contexts to a great depth.
  - Mastering** Mastered the knowledge, able to apply it well and ready to move on to next unit.
  - Developing** Starting to gain some of the required knowledge but will need to revisit it regularly.
- We report on the knowledge set a student is access for each subject three times a year, and on their progress in it twice a year. For example, a student’s report in early May might outline that they are excelling on the core knowledge set in Maths and Mastering the Higher knowledge set in English and so on.
- If we find many students Excelling on the Higher knowledge set in any subject it prompts a curriculum review, and potentially an increase in depth and challenge.

## Summative Assessments

- Formal summative tests are taken once a year, in the second half of the spring term with the key focus of identifying gaps and ways to further improve learning. These lead to a set of feedback actions which are implemented over the summer term.
- These assessments are moderated with our partnership schools and any relevant wider professional communities to ensure they are robust and valid.

## Reporting to Parents

- Reports are sent home electronically to parents three times a year as follows:

Report Date	Early November	Early May	Mid July
<b>Overview</b>	House & Beh. Points	House & Beh. Points	House & Beh. Points
<b>By Subject</b>	Effort Score Knowledge Set Studying Any Concerns	Effort Score Knowledge Set Studying Progress in that Knowledge Set (based on Summative Assessment & Teacher view)	Effort Score Knowledge Set Studying Update on Progress
<b>Follow Up Action</b>	Action put in place for any concerns, Invite Only Parents Evening in January if not improved	Report is then discussed in detail at Parents Evening in May	Specific actions identified for any students remaining at Developing on any Knowledge Set

# Appendix 1: Student Reflections

Students are asked to reflect on their learning against the objective(s) of the lesson. This occurs at the end of most lessons at KWS. Across the school a consistent approach exists for these reflections using the rubric below. In addition to their rating students write a written comment, to justify/explain their rating.

## KWS: Student Reflections

Understanding	Effort Score
<b>R</b> <ul style="list-style-type: none"><li>I struggled to learn this</li><li>I need more help to understand it</li></ul>	<b>1</b> <ul style="list-style-type: none"><li>I was unfocused in this lesson and some of my contributions were disruptive</li><li>I need to improve my attitude next lesson</li></ul>
<b>A</b> <ul style="list-style-type: none"><li>I understand most of this</li><li>I could do with some time to practice</li></ul>	<b>2</b> <ul style="list-style-type: none"><li>I could have worked harder in this lesson</li><li>I need to contribute more in class, push to do harder work and/or present it better</li></ul>
<b>G</b> <ul style="list-style-type: none"><li>I am confident with this</li><li>I feel I could support others with it</li></ul>	<b>3</b> <ul style="list-style-type: none"><li>I worked hard in this lesson but could have challenged myself more</li><li>I have presented my work well</li></ul>
	<b>4</b> <ul style="list-style-type: none"><li>I really excelled in this lesson, challenging myself to learn</li><li>I provided valuable input to discussions</li></ul>

The RAG1234 rubric is available in all classrooms, and presented along with the objective for students to complete their reflections in class.

In addition, its available on our [Student Google site](#) for reference at any time by students.

# Appendix 2: Effort Scores

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Effort scores are used by students when they reflect on their own work, and by teachers when they review student work. The same scores are used in tracking and reports home.

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## **Role Model Learner**

- Always works hard in lessons, demonstrates an excellent attitude to learning.
- Determined to succeed, takes responsibility to improve, acting on all feedback given.
- Enthusiastic, makes positive contributions to class discussions and acts with integrity.
- Work is always clearly presented and follows any subject specific guidelines.

3

## **Hard Working Learner**

- Works hard in most lessons, demonstrates a good attitude to learning.
- Often acts on feedback given and usually takes responsibility to improve and succeed.
- Contributes positively to some class discussions, acting respectfully.
- Work is generally well presented and follows subject specific guidelines.

2

## **Passive Learner: needs to engage more**

- Completes just enough work to get by in lessons, shows minimal interest in learning.
- Sometimes acts on feedback given, but avoids taking responsibility to improve.
- Rarely contributes to class discussions and prefers not to collaborate with peers.
- Takes little pride in work, barely following school and subject guidelines.

1

## **Poor Learner: needs to improve attitude**

- Often distracted and unfocused in lessons, lacks interest in learning.
- Doesn't act on feedback given, lacks resilience to succeed despite set backs
- Contributions to class tend to be negative and often detract from the learning.
- Presentation work may need significant improvements.

# Appendix 3: Literacy Code

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The following literacy code is used across the school:

## Teachers:

- ✓ Provide **feedback** to students that will help them to improve their use of literacy
- ✓ Motivate students to communicate their subject knowledge and understanding effectively
- ✓ Monitor students' understanding of language and use of language in their subject
- ✓ Develop students' vocabulary as part of stretch and challenge
- ✓ Each piece of extended writing in any subject should include literacy feedback
- ✓ When appropriate, incorporate feedback on common literacy errors into lesson planning and **DIRT** activities
- ✓ Use lesson time starters, **low stakes quizzes** or homework to improve specific aspects of literacy
- ✓ Use yellow highlighter pen to highlight and challenge three spelling mistakes in each feedback cycle
- ✓ Encourage students to act on any literacy concerns in their **green pens**

# Appendix 4: Related Research

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Our feedback model is based on research evidence taken from a variety of sources, these include:

- Various IMPACT articles (Journal of Chartered College of Teaching) from issue 3 (Developing Effective Learners: summer 2018) and issue 4 (Designing a Curriculum: autumn 2018)
- Christodoulou D (2016) Making Good Progress: the Future of Assessment for Learning
- Fletcher-Wood H (2018) Responsive Teaching: Cognitive Science & Formative Assessment in Practice
- Hattie J (2012) Visible Learning for Teachers: Maximising Impact on Learning
- Sherrington T (2017) The Learning Rainforest
- Weinstein Y, Sumeracki M & Caviglioli O (2019) Understanding How we Learn



# Appendix 5: Schedule for 2019/20

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The following schedule outlines the dates of the assessment and reports for 2019/20. These dates are maintained in the staff google calendar, and any changes will be made there.

<b>Date</b>	<b>Event</b>	<b>Details</b>
w/c 4 Nov	Reports entered this week	Effort Score, Knowledge Set & any concerns
11/12 Nov	Reports checked by SLT	
13 Nov	Reports sent home	
16 Jan	Invite only parents evening	Selected students where concerns still exist
w/c 16 Mar	Test Week 1	First week of summative testing
w/c 23 Mar	Test Week 2	Second week of summative testing
w/c 20 Apr	Test Moderation Week	Moderation in house & externally
w/c 27 Apr	Reports entered this week	Effort Score, Knowledge Set & Progress
4/5/6 May	Reports checked by SLT	
7 May	Reports sent home	
14 May	Parents Evening 1	
20 May	Parents Evening 2	
w/c 1 July	Reports entered this week	Effort Score, Knowledge Set & Progress update
6/7 July	Reports checked by SLT	
8 July	Reports sent home	