



Katherine
Warrington
School

Feedback Handbook

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Feedback at KWS

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. Two ways that teachers can assess during a lesson is through **observations** and **questioning**. Both need to be intentionally planned. see page 3 for more detail.

Feedback Cycle



Some might call this a 'marking policy', at Katherine Warington its a cycle to systematically review students' work. We apply a literacy marking code to some work, and can 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. We report at specific points in the academic year for each year group, giving professional judgments on progress within the curriculum. Formal summative assessment occurs once a year at KS3 with end of year exams. At KS4 we use mock exams as formal summative assessments. 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

- Responsive teaching is formative and takes place all of the time during lessons. It values the quality of learning and raises the self-esteem of students through concentrating on advice for improvement whilst avoiding the demoralising effect of making comparisons between students.
- 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
R <ul style="list-style-type: none">▪ I struggled to learn this▪ I need more help to understand it	1 <ul style="list-style-type: none">▪ I was unfocused in this lesson and some of my contributions were disruptive▪ I need to improve my attitude next lesson
A <ul style="list-style-type: none">▪ I understand most of this▪ I could do with some time to practice	2 <ul style="list-style-type: none">▪ I could have worked harder in this lesson▪ I need to contribute more in class, push to do harder work and/or present it better
G <ul style="list-style-type: none">▪ I am confident with this▪ I feel I could support others with it	3 <ul style="list-style-type: none">▪ I worked hard in this lesson but could have challenged myself more▪ I have presented my work well
	4 <ul style="list-style-type: none">▪ I really excelled in this lesson, challenging myself to learn▪ I provided valuable input to discussions

Knowledge Organisers

- All units in every subject have a single page knowledge organiser.
- Students have copies of these 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 regular 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

Faculties will have their own internal systems for the assessment of key pieces of work through all key stages. These will be recorded and reported to the students internally. Subject leaders will use this internal data to analyse the performance of individuals and groups and enable them to put into place appropriate support which will improve progress for all. Assessment grades may be recorded in mark books or on department spreadsheets.



The Cycle:

- This will depend on the frequency of lessons taught in a week. As a guide subjects should take time to review work approximately every 8 lessons.
- 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.

Feedback Actions:

- At KWS our review (marking) of student work is light touch, we believe it's what we do next that makes more of a difference, so this is where we spend our time.
- After reviewing the students' work the teacher identifies a number of actions to take which informs lesson planning.
- 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 term 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 so easy to spot
- Specific feedback actions such as REACT / DIRT tasks are however always green (be it paper, pen or highlighted).

Formal Feedback

Knowledge Sets Year 7 - 9

- In Years 7-9 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.
- Progress in each knowledge set is reported using one of three descriptors.



Higher
Core
Fundamental

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.

Summative Assessments

- Formal summative tests are taken once a year, in the summer.
- These assessments are moderated with our partnership schools and any relevant wider professional communities to ensure they are robust and valid.

Key stage 4

- We use FFT to create subject targets for each student in each subject.
- Students are assessed against the Nationally standardised criteria for GCSEs and vocational qualifications.

Summative Assessments

- Formal summative tests take the form of mock exams throughout the course of study.

Reporting Years 7-11

- For all year groups we provide a written report to parents and carers three times a year.
- The reports consist of professional judgements of the level the students are working at and an effort score. One report, during the year, will detail areas worthy of praise and areas for improvement. (Guidance for each report is provided in the run up to a data drop)
- We provide an opportunity for parents and carers to meet with subject teachers to discuss progress once a year for each year group.

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



- I struggled to learn this
- I need more help to understand it



- I understand most of this
- I could do with some time to practice



- I am confident with this
- I feel I could support others with it

Effort Score



- I was unfocused in this lesson and some of my contributions were disruptive
- I need to improve my attitude next lesson



- I could have worked harder in this lesson
- I need to contribute more in class, push to do harder work and/or present it better



- I worked hard in this lesson but could have challenged myself more
- I have presented my work well



- I really excelled in this lesson, challenging myself to learn
- I provided valuable input to discussions

The RAG1234 rubric is available on our [Student Google site](#) for reference at any time by students.

Appendix 2: Effort Scores

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.

	<p>Role Model Learner</p> <ul style="list-style-type: none">• 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.
	<p>Hard Working Learner</p> <ul style="list-style-type: none">• 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.
	<p>Passive Learner: needs to engage more</p> <ul style="list-style-type: none">• 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.
	<p>Poor Learner: needs to improve attitude</p> <ul style="list-style-type: none">• Often distracted and unfocused in lessons, lacks interest in learning.• Doesn't act on feedback given, lacks resilience to succeed despite setbacks• Contributions to class tend to be negative and often detract from the learning.• Presentation work may need significant improvements.

Appendix 3: Literacy

Teachers:

- ★ Plan, teach and feedback with literacy in mind
- ★ Develop students' oracy, reading, writing and vocabulary as part of their subject curriculum
- ★ Develop students' reading and writing in all subjects to support their acquisition of knowledge.
- ★ Explicitly teach subject specific vocabulary and include these in students' knowledge organisers
- ★ Encourage and provide opportunities for students to read widely within their subject area
- ★ Have high expectations of student literacy

Teachers should:

- ★ 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
- ★ Highlight/underline 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

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
- Willingham D (2009) Why Don't Students Like School?

Appendix 5: Assessment Reporting & Recording Calendar

The Assessment, Reporting and Recording Calendar for the current academic year can be found in the ARR folder on the staff shared drive.