



Feedback Guidelines 2023-2024

'Feedback should be more work for the student than for the teacher'
(Dylan William, 2014)

Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Marking and Feedback

At Radiant Indian School for boys and girls, we make a clear distinction between **marking** and **feedback**. We place significantly more emphasis on the importance of feedback rather than marking in promoting high-quality learning for all students at Radiant Indian School for Boys and Girls.

Feedback is more powerful and makes a bigger impact on learning than marking.

It is school policy that **every student, in every year group will receive quality written feedback on one 'Core Task'** (tasks that provide both teachers and pupils with an authentic context in which to teach and learn in each unit of work. Core tasks can be pitched or targeted at different levels of ability so that all pupils make progress **in each unit of work they study**). The aim of this quality written feedback by the teacher is to move the learning of every student forward or deepen learning further. The feedback given by the teacher should lead to an action being taken by the student, so that they are involved in the process and learning as a consequence.

To parents and carers **quality written feedback will look like very detailed marking**. Its purpose is to **check** that the work has been completed correctly and address any misconceptions or errors. This type of quality written feedback will often also show students how to improve their work even further. for example. this could be applying the stages of a

more technical and accurate sentences and paragraphs.

Each year, all departments plan the core tasks for every year group and unit of work, so there is consistency across the teaching groups in school.

In some subjects, the Quality Marked Assessments is the task that is most purposeful to receive quality written feedback. Therefore **sometimes, the Quality Marked Assessments will be the task that receives quality written feedback that students act upon.**

However, in other subjects, Quality Marked Assessments will only be marked (graded), but the more **detailed quality written feedback will happen on tasks that fall between** Quality Marked Assessments and focus on either new learning or practicing knowledge, understanding and skills ready for the next Quality Marked Assessments.

When quality written feedback is given the school uses an agreed set of **marking codes** to help and support all students to improve their literacy and writing skills. For example, identifying spelling errors, capital letters, paragraphs and grammatical issues to address.

‘All the Other Feedback’

At Radiant School for boys and girls, teachers work hard to embed feedback into the classroom immediately, at the point where it makes the most impact on learning. This type of feedback will **not usually look like ‘teaching marking’ in student books.** Evidence shows that the most effective **feedback, to improve learning,** happens in the classroom as the lesson is taking place and involves the student in the process; it is **immediate** and is designed to help students make even more **progress** in their learning.

Feedback can take many different forms and it is most important to recognize that not all feedback strategies can be “seen” by looking in student books. However, over a period of time students and parents should start to see a **feedback dialogue** building up in a student exercise book or file. For example, you should see some work marked with **quality written feedback,** you may then see some redrafting or correcting, a sequence of lesson activities that develop the areas of weakness, then a retrieval quiz to review learning or a practice piece of writing. Sometimes teachers will lead whole class feedback by giving students a model answer, or drafting a model answer together on the classroom board to demonstrate the structure, decisions on content or mental process or planning the answer or procedures

Principles

To be positive and constructive, providing opportunities to praise students’ efforts and to give encouragements and directions.

To give constructive and effective feedback on completed work or work in progress.

- To value children's work and acknowledge success against shared learning objectives
- To assess work formatively or summatively
- To identify specific learning needs
- To suggest improvement that relates to the child's individual development
- To monitor progress and inform planning
- To use consistent strategies throughout the school
- To encourage students to exert an active role in their learning through self-regulating and acting upon feedback

General Feedback Strategies

- All learning objectives and success criteria should be carefully selected by the teacher based on the Curriculum. Any feedback should relate to the learning objective/success criteria
- Verbal and written feedback can take place in many forms e.g., whilst the student is working or after the lesson or through assignments on Classroom
- Feedback may be done with the student so the book may not necessarily have more than VF in the book (written by the student) purple pen editing/response.
- Peer feedback will be recorded in pink pen
- The teacher will always be sensitive to the needs of each student and mark only as much as will be constructive.

Feedback Expectations – Whole School (where applicable)

- Teacher – Red pen
- Student response– Purple pen
- Peer response – Pink pen

Primary

Frequency of marking

All work in books needs to be acknowledged daily.

This can be in the form of:

- Verbal Feedback during the lesson marked by student in purple pen.
- Written feedback from the teacher after the lesson in red pen.

- Peer marking in pink pen
- Students' response the feedback in Purple pen
- A simple tick for acknowledgement (where appropriate).

Marking Key

Kindergarten

S	With support
I	Independent

Year 1

SP	Spelling
CL	Capital letter
S/I	With support/Independent

Years 2-12

SP	Spelling	T	Tense is incorrect	^	Missing Word
//	Paragraph	W W	Wrong Word	P	Punctuation
CL	Capital letter	Gr	Grammatical error	Th	Use a thesaurus to find a better word
?	Unclear				

Secondary

Work will be assessed in a number of ways, which may include peer assessment, where the students are encouraged to mark one another's work according to a given criteria and reflect on how their work can be improved, in pink color.

In addition to this, formative assessment will take place where teachers give advice on how work can be improved.

What to expect: (How work is marked)

- Receive feedback from teacher in red on assessments and selected pieces of work
- Receive feedback from peers or self in pink on selected class work OR verbally during learning.
- Students are expected to respond to feedback and attempt to make improvements in purple. It must be clear to see in student work that feedback has been taken on board and progress made as a result of feedback.
- Regular feedback and dialogue with teachers support students in knowing exactly where they are on their learning journey, where they are going next and the steps needed to reach their goal.
- Audio feedback may be used by teachers as part for KG Classroom.
- Symbols used for Spelling, Punctuation and Grammar
Individual subjects may use additional symbols which will be outlined in the department marking & feedback guidelines.

Leadership Team (Heads of Departments)

- Will ensure feedback is consistent throughout the Department and is being effectively implemented.

