



FEEDBACK POLICY

2018-19

Feedback at Ryedale School

RATIONALE: The purpose of feedback is to ensure that students are clear on their strengths, on how to reach their potential and what they need to do to make further progress in each subject area. Research shows that effective feedback can take many different guises- our policy gives teachers guidance to support students using a variety of different feedback strategies. The EEF (Education Endowment Foundation) have found that high quality feedback can accelerate student progress- our policy ensures that students at Ryedale School are supported to make excellent progress through useful, timely and appropriate feed-up, feedback and feed-forward.

Orange Sticker Feedback- termly feedback for students and parents.

Students will receive 'orange sticker feedback' once per term.

This feedback is marked for parents' attention using **orange stickers**.

Orange sticker feedback follows these principles:

- At KS4, students will received a raw mark or a percentage. Some departments may also award GCSE grades where appropriate.
- At KS3 and KS4, this feedback will clearly show students' strengths and areas for development. Each department will present this information in the most useful and appropriate way for that particular subject area. This could take the form of an extended written comment, a feedback grid, a question level analysis etc.
- At Key Stage 4, this feedback will include a personalised written comment from the member of staff on each occasion.
- Personalised written comments will also be a feature of Key Stage 3 feedback but the frequency will depend on the subject. Core and Humanities subjects will give a written comment on each orange sticker assessment. Practical subjects will give a written comment on at least one occasion.
- We ask that all parents sign this feedback to confirm that they have received and read the information.

At Ryedale School, there is no expectation that any other feedback will be of a particular type or frequency.

We do expect that all teachers use regular feedback to support student progress.

Teachers are expected to provide feedback in line with departmental policies, in conjunction with the 'best-practice' guide.

The following is a guide about the types of feed-up, feedback and feed-forward that are most effective in supporting student progress. All departments and teachers should use a range of these approaches to support students at Ryedale School.

Feed-up

One way in which we support students is by using ‘feed-up’. This means we provide students with clear and detailed guidance on how to complete a piece of work **BEFORE** they complete it. Research shows that feed-up is more impactful than some forms of feedback. Teacher time planning effective feed-up for their students is potentially more beneficial than giving feedback once a piece of work is complete.

➤ **WAGOLLS: This stands for ‘What a Good One Looks Like.’**

Research shows that providing students with examples of work helps them have a clearer idea of what they should write/ do/ produce. It is important that students see examples of work at and beyond their target level. Teachers at Ryedale School use WAGOLLS in a range of different ways:

In this example, the teacher has given students a WAGOLL paragraph that makes up part of a longer answer. Students then use this paragraph as guidance to complete their own paragraph or complete the question.

On one hand, Edwin Chadwick could be considered the most important factor in improving the health of towns in the C19th. One reason for this is his influence in the **Poor Law Commission**. For example, Chadwick's report of 1842 researched (with doctors and officials) and identified the key problems with towns in this period. Chadwick understood that the main cause of poverty in the C19th was ill health; he also made the link between filthy living conditions in slums such as damp housing, overcrowding and lack of clean water, and ill health. **This was important in improving living conditions in C19th towns because without this investigation proving that filthy living conditions caused ill health, governments and local authorities would not have been influenced to make changes to sanitation and housing.**

BIG POINT **RANGE OF FACTS** **EXPLAINED AND LINKED TO THE Q**

Write like an historian
Change and continuity
 - This changed/ this developed/ this improved/ this was different because/ this helped...
Causation
 - This caused/ he did this because/ they changed this because/ because of this...

Your turn:
 On the other hand, there are other important factors such as _____.
 For example,
 _____ which helped improve the health of the towns because

 Also,
 _____ which led to

 _____ which meant that

Explain why the Munich Putsch was a failure for the Nazis. (7 marks)

The Munich Putsch was a failure for the Nazis because of organisation. For example, after the meeting in the Beer Hall on the 8th November, the SA were supposed to cut the phone lines so that the government in Berlin couldn't be notified. However, this was not done and therefore the army and police were there to meet the march on the 9th November. Also, the fact that Hitler had a getaway car waiting for him also showed that even the Nazis themselves were not confident of a successful Putsch. This linked with the fact that 300 police managed to successfully stop the Putsch highlights Nazi disorganisation and shows why their Putsch was a failure.

Secondly, the Munich Putsch was also a failure because of the impact it had on the Nazi campaign. The Putsch did not succeed in its aims, and the Nazis did not take control of Munich, let alone Germany. Following the Putsch, Hitler was tried and ended up in prison, during this time his campaign for power was on hold. The Nazis were not even allowed to meet when he was in prison which meant they were not out gaining more support and votes. Hitler was also banned from speaking in public on his release from prison, his speaking skills were one of the Nazis strengths and without this, they would be less successful as a party therefore showing why the Munich Putsch was a failure.

In this example, the teacher has written an entire answer to a question. Students will give feedback in the space provided: they can annotate this answer with what makes it a ‘good one.’ This gives them a clear idea of how to improve.

➤ **WABOLL: This stands for ‘What a Bad One Looks Like.’**

Teachers also provide students with bad or average versions of the work they will complete. The idea here is that students unpick the potential mistakes they could make before they make them. Classes will feedback together about what could have been better about the WABOLL. This supports progress as students know they need to do better and avoid these mistakes; they are much clearer about how to achieve success.

In this example, the teacher has written a grade 6 answer for a class that are aiming for grade 7 and 8. Their task is to unpick what they would add/ improve to make this a grade 8 answer. This gives them a clear idea about what to include in their own work, and reminds them not to miss out key components.

➤ **Checklists**

What is the examiner looking for?

‘Write a clear and organised summary’ 9 marker.

Use a range of detailed specific knowledge – the more knowledge you show – the higher the mark

You must organise your answer into sensible categories and make it clear what your categories are:

- reasons
- changes
- causes
- consequences
- significance
- similarity/difference – the more you explain this – the higher the mark.

You need to include minimum two, maximum three short paragraphs. Make it really clear when you are starting a new point.

You must explain your answer and link back to the question.

Checklists give students a list of content and skills that they should use in their work. This means that students are very clear on how to approach the tasks they are completing.

Checklists also provide students with the support and guidance they need for self-reflection and self-feedback throughout the task; they can independently check their work and ensure they are on track to complete work to the best of their ability.

Who was to blame for the English Civil War?

On one hand, Charles I was to blame for causing the English Civil War because he made many unreasonable economic decisions. For example, Charles reintroduced ship money, this was an unpopular decision with the people and with Parliament. This is because ship money should only be paid by those living in coastal towns, at a time of war. Charles introduced this tax for everyone, angering Parliament. Furthermore, Charles had increased taxes numerous times during his reign, he felt that due to the Divine Right, he had the power to make decisions without consulting Parliament, and so shut them down in favour of Personal Rule when they wouldn't agree. Decisions such as this moved the king and his parliament closer to civil war.

Charles I was also to blame because of the many religious decisions that he made. For example, in 1625, Charles married Henrietta Maria. She was French Catholic and Charles, as king of England, a Protestant. This concerned Parliament, particularly the Puritans. Furthermore, Henrietta Maria persuaded Charles to decorate the Protestant churches to be more like the Catholic ones and introduce a Latin prayer book. Not only did this anger Parliament but it angered the Scots, therefore Charles had to raise taxes again to fund a war against the Scots, causing the previously mentioned problems between Charles and Parliament.

On the other hand, it could be argued that the politics of Parliament was to blame for causing the Civil War. In the C17th, it was believed that the king had the Divine Right. Therefore it was unreasonable of Parliament to refuse the tax increases in 1628 and 1640 as by doing so, they were trying to limit the power of the king. In the C17th, Parliament was not democratically elected as it is today, therefore Parliament did not have the same authority to challenge the king in this way.

Furthermore, the increase in Puritanism could be to blame for the English Civil War rather than Charles. The numbers of Puritans in Parliament had increased, and many spoke out against Charles and his reign. Their extreme religious views meant that they reacted strongly to Charles's decisions. As king, he had no choice but to work with Archbishop Laud to deal with rebels, and by cutting out their tongues and removing their ears, they were being taught a lesson and the king was merely proving his strength.

➤ **Mark schemes**

By sharing these with students prior to/ during their completion of the work, students have a very clear idea about how to complete the work successfully. This is more effective than merely using the mark schemes to mark work after it is complete.

Question 2–9 marks	
Write a clear and organised summary of people's living conditions the Middle Ages. Support your summary with examples.	
Levels	Notes and guidance specific to the question set
<p>Level 3 (7–9 marks)</p> <p>Demonstrates a well-selected range of valid knowledge of characteristic features (AO1) in ways that show secure understanding of them (AO1). Shows a clear understanding of at least one second order concept and may use this to structure the response or may show implicit understanding through the overall fluency that blends grasp of detail with overall coherence and sustained relevance to the question (AO2).</p>	<p>Answers could consider aspects of one or more of housing, food, clean water and waste although air quality, overcrowding or noise, for example, might be considered.</p> <p>Signs of using conceptual understanding to organise or enhance the response might in this case involve distinguishing between towns and country or different social groups. Or it may simply involve using diverse aspects of living conditions to organize the response e.g. housing, water supply and waste.</p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates a range of knowledge of characteristic features (AO1) in ways that show some understanding of them (AO1). The summary shows a general understanding of at least one second order concept and is connected logically to show at least some basic coherence and organisation based on the focus of the question (AO2).</p>	<p>Answers may show understanding of second order concepts such as causation and consequence (eg why conditions emerged or reasons for actions), similarity and difference within situations (e.g. conditions in monasteries compared with poorer areas of towns). Any appropriate understanding of second order concepts, whether explicit or implicit in the response should be rewarded.</p>
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of characteristic features (AO1). The summary shows some very general understanding of at least one second order concept and/or the summary has at least some connection and logical coherence and organisation based on the focus of the question (AO2).</p>	<p>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</p>
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

[Feedback](#)

Ryedale School Feedback Policy

➤ Whole class feedback

History Marking Crib Sheet

Date 12/10/16 Class 10B2

Praise: Eynagh - Impact of education Abbie L - Summary clarity/overview of MA Olie - Visual Hexagon Jake - Medicine Overview Lizzie - Medicine Overview Xoe - Medical medicine progress Grace - Medicine Big Story of Medicine Cheri - Visual Hexagon Jack - Medical Overview bullet points Emma - Medical Overview Summary Taja - Effort in first weeks lessons Anyela - Overview of Medicine + Korean	Missing/Incomplete Work: Ella - Finish Medical progress Lizzie - Colour our Humours Eynagh - Checkup from Lizzie to what was made like in MA? Phil - Glue in middle hex overview + colour it - change add Cheri - Explanation of why spinos - Summarise health - Jack too Taja - add detail to Hexagon All - Colour in Four Humours/Hex	SPaG: Capital letters Roman/italic/Model/figs Medical Disease Medicine Hypocrites Theory of opposites Four-Humours.
Cause for Concern: N/A well done 10B.	Misconceptions: Hypocrites views on what caused disease Why did food not want change? Explaining why David - LZ Summary Finish Hexagon at back Mia - Hexagon - from middle ago like health	Presentation: Underlining date/like Phil - Date like LZ Eynagh Sticking sheets neatly using all space - add
DIRT Activities: 1) what was the most significant change in history 2) another reason medicine would not progress 3) what limited progress over time?	Polaroid Moments Ella - visual hexagon Grace - Big Story of Medicine Eynagh - visual hexagon Sophie - visual hexagon	

When teachers assess and mark books, often there are common misconceptions and areas for development. One way in which we effectively feedback on these areas is through whole class verbal feedback.

With this method, teachers read all of the student work, but do not necessarily write anything in the books. This doesn't mean that feedback isn't happening or that the books haven't been checked.

Teachers use a grid similar to this to record feedback as they read students' work. They make notes of common and individual strengths, targets and misconceptions. They then use this feedback to plan their next lessons with the students, to give whole class verbal feedback and to speak to students individually.

Because this is a much quicker way of recording feedback, teachers can give students their feedback much more quickly- research shows that rapid feedback is more effective.

➤ Verbal feedback

The majority of research shows that verbal feedback is the most effective form of feedback. This is because it is often more immediate than written feedback, therefore students can act on it instantly. In all subject areas, instant verbal feedback happens constantly throughout lessons.

You can support as a parent by asking your child about the verbal feedback they have received and then supporting them in addressing these targets.



➤ Written feedback

Effective written feedback is planned, considered and timely. At Ryedale School, all departments think hard about and plan for which pieces of work are given detailed written feedback. This will vary across departments. Research shows that selecting and targeting specific pieces of work for detailed written feedback is the most effective way of giving this sort of feedback. Please see departmental feedback policies and orange sticker feedback for more specific information about how departments give feedback.

➤ Grid/ label marking

Some teachers, for some pieces of work use a grid/label method of feeding back to the student.

This involves giving students a copy of the criteria by which they are being assessed, ticking/ highlighting the areas where they have made

Thinking about causation	You identify reasons for William winning the Battle of Hastings	You identify some reasons for William winning the Battle of Hastings	You show that some of the reasons William won the Battle of Hastings are linked	You explain how the reasons William won the Battle of Hastings are linked to one another and begin to explain their roles such as long term and short term.
Use of evidence to support	You make points without using evidence to support	You use some examples to support your points.	You select relevant information as evidence to support your points.	You select and organise relevant information as evidence for your points. You begin to explain how your evidence supports your points.
Structure of your work	You begin to structure your work. The organisation of your points is unclear. The big point of each paragraph may not be	You begin to structure your work. (i.e. separate paragraphs, although possibly not an intro and/or conclusion. The big point of each paragraph may not be	You structure your work. There is an intro and conclusion and my paragraphs are organised with clear big points.	Your work is well structured and each paragraph has a big point with evidence to support your points. You begin to explain your points and use an intro and conclusion.
Strengths				
Targets	Use paragraphs to organise my points	Make sure each paragraph deals with one big point.	Use signpost sentences at the beginning and end of points	Write an introduction and/or conclusion that answers the question
Argument	Use more examples to support each claim	Explain how my examples support my claim include more detail.	Make sure my answer focuses on the question	Other targets...
Historical thinking	Show and/or explain links between the different causes.	Use more analytic language in my writing (e.g. short term, long term, key)	Explain the roles of the different causes such as saying that the wind was long term or the trick was short term.	
Literacy Target	Use capital letters for parts of sentences, places, people, names	Check my punctuation and/or spelling especially	Make sure I choose the right word for what I mean i.e. there/their, where/where, could	

good progress and also the areas in which they need to improve.

Lessons are then planned so that the teacher can further explain the criteria and feedback with students.

Feedback: what we don't expect:

- Ticks or 'marking' on every piece of work. In fact, it will be that **some pieces of work have no written feedback at all**. Research shows that marking in this way does not support student progress and the time that it takes for a teacher to make a mark on every piece of work would be better spent in the planning of effective feed-up and feed-forward tasks.
- Written feedback on every single piece of work. Students can become overwhelmed if they receive too many targets; they will make more progress with fewer more focussed areas to work on.

Feed-forward

Research shows that feedback is most impactful when it is followed up with a feed forward task or target for students.

Feedforward is also important for teachers- we use mistakes and misconceptions that students make as impetus for our lesson planning and interventions for students. This type of feedforward isn't always obviously visible in student books, as it is usually used to plan the tasks, activities, teacher support and content in lessons.

➤ **Feed-forward tasks**

These are informed by teachers reading and assessing student work. It might be that rather than being given written feedback, they are provided with guidance like this:

Students have to respond to the advice given by the teacher by improving and developing their work in-line with the feed-forward advice.

Year 10: Whole Class Feed-forward

Was it healthier to live in the town or the countryside in Medieval England?

- Too brief. You need to add more detail to this and develop your points.
- Lacking specifics- add more historical evidence, key words and examples.
- Ensure you have included ALL of the specific details from the lists on your desk.

Homework answer

Look at the examples of Gemma and George's work.

Can you improve the presentation, depth and/or detail of your work to bring it to the same standard and quality as these pieces of work.

Black Death work

IF YOUR BOOK HAS A POST IT

- Effective/ ineffective evaluation is incomplete
- Effective/ ineffective is not explained in detail

Ensure this is explained. Tell me WHY you believe that response to be effective or ineffective.

IF THERE IS NO POST IT

- Add more examples of cures to your 'outline of a person' sheet, and to your A4 grid on the Black Death
- Complete the beige grid by explaining whether the responses helped cure the Black Death or not.

➤ **Teacher planning**

Where misconceptions have been common or skills have not been fully shown or developed in a piece of work, teachers plan tasks to address these issues. This may be that a topic is revisited or a skill is retaught or re-capped in a different way so that student understanding improves.

➤ **Reflection time**

Sometimes, teachers will ask students to respond in writing to their written feedback. This may be an answer to an additional question, or could be an improvement to make to the work. Sometimes, the target could be something that the teacher would like the student to implement next time.

What does the research say about feedback?

- The DfE have reported on feedback and marking in schools in this [document](#).
- David Didau works at Swindon Academy as well as being a freelance writer, speaker, trainer and author. He has researched and blogged about effective feedback. Read his blog [here](#).
- Alex Quigley from the EEF has written extensively about feedback [here](#) and [here](#).
- The EEF have produced a report on feedback called 'A Marked Improvement?' You can read about their research [here](#).
- At Micheala Community School in Brent, they don't mark, ever! Read more about their innovative approach [here](#).