WALTON HIGH SCHOOL

Proud to be part of Walton Multi Academy Trust

FEEDBACK PRINCIPLES

*Walton Multi Academy Trust refers to all schools within the Trust.
When referring to Trust Boards, this includes Local Governor Boards, and the term
'Governor' includes all Trustees or Local Board Governors.*

Walton High School Feedback Principles

At Walton High School, we adopt an evidence-informed approach to Teaching and Learning, which includes feedback. This means that we are aware of, and utilising regularly, strategies which research has shown to have the biggest positive impact on students' learning and progress.

It is of note that we do not adopt a "one size fits all" approach to Teaching and Learning. We understand that teachers are experts in their own subjects and we ask each department to implement the feedback principles outlined below in a way that is most appropriate for their subject and for their classes.

The Qualities of Effective Feedback

The qualities of effective feedback include:
- Being specific, and focused on a task that students are completing
- Being timely
- Being focused on moving learning forwards and improving performance
- Being acted on by pupils
- Being focused on formative assessment rather than grades or marks

Effective feedback may include:

1) Providing structures or scaffolds before a pupil completes a task

   - This ensures that all pupils are able to complete tasks to a high standard.
   - This may include sentence starters or other writing aids, checklists, success criteria or step-by-step lists for completing the task.

2) Live modelling

   - This may include teacher-led modelling, completing a model as a class with pupil involvement or the deconstruction of exemplars.

3) Live marking

   - As pupils complete work the teacher views individual work and points out strong elements, recommends an improvement or highlights an error.
   - Teachers can adapt their teaching and instruction accordingly.
   - Pupils then improve their work immediately.

4) Whole class feedback

   - This may include using a visualiser to review a pupil's work as a class, identifying good elements and areas to improve.
   - It may include giving feedback on common areas of weakness or misconceptions following a task or assessment.

- Pupils can then immediately improve their own work or complete tasks which will allow them to move learning forward.

5) Self-assessment

- Pupils can be asked to assess their own work and use hypercorrection where mistakes have been made.
- This should be supported by guidance such as checklists or success criteria.

6) Written marking

- Teachers may deem it appropriate to provide written comments on selected pieces of work.
- Marking codes may be used and are effective. This is where a teacher uses codes to mark students' work. The codes are shared with pupils, and pupils make corrections or improvements using the codes as prompts.