



SAFA
BRITISH
SCHOOL

Secondary School

Feedback Policy

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Secondary Feedback Policy

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Secondary Feedback Policy

1. Introduction

This policy focuses on the whole school approach to feedback. It is the expectation that each department adhere to the following guidance and create faculty specific feedback policies and structures to support this whole school priority.

Feedback is a central part of a teacher's role and is integral to support the development of students' progress and attainment.

Toolkit Strand ^	Cost ^	Evidence Strength ^	Impact (months) ^
Feedback	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
High impact for very low cost, based on moderate evidence.			

However, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality.

The SBS Policy is aimed at identifying the common ethos of marking and feedback within the school, whilst allowing individual departments to identify structures and methods that are appropriately placed at supporting students within their specific subjects.

Dylan Wiliam states: 'Rather than thinking about feedback as an isolated event... feedback is likely to be more effective if it is approached systemically, and specifically, by adopting three fundamental principles: careful groundwork before the feedback is given, providing well-timed information that focuses on improvement, and also taking into account how learners receive and use that information.'

Feedback can be either self-led, peer led, as well as a teacher activity. (4 quadrants)

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Figure 1: What is teacher feedback?



Feedback is an active, continual process and should be valued as the 'view from the windscreen', and should focus on improving the learner, not the work.

Feedback:

- **Should cause thinking**
- **Should provide guidance**

2. School Rationale

- Feedback is part of an ongoing cycle, assessing the learner, not the work. Feedback should be **evaluative**, not descriptive.
- Feedback is an integral part of the teaching and learning process, as well as informing student progress. The outcome of feedback should inform future teaching and curriculum planning.
- Feedback should be an opportunity for development of confidence and self belief in all learners. Students should value the feedback cycle as an opportunity to celebrate successes and know how to improve their work.
- In each subject, teachers use a common framework for feedback which is understood by all members of the team. All members of staff mark in **green pen**.
- Students are encouraged to be proactive, reflective and independent when employing peer (in a **purple pen**) and self-assessment (in a **pink/red pen**).
- Students demonstrate progress within their books with the aid of their **pink/red pen**. Students respond to teacher questions or peer commentary, in order to show reflection.

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3. Teacher Feedback

Routinely monitoring students' books is a professional responsibility. Using a feedback cycle encourages learner independence and promotes critical thinking.

It shows students that we value their work and provides us with crucial on-going information about how well they are learning. It also encourages quality reflection and the formation of strategic 'next steps' to accelerate progress and improve attainment.

Core Subjects English/Maths/Science	Non-Core Arabic/History/Geography /MFL	Non-Core Islamic/Creative/Moral/SS
Every two/three weeks	Every three weeks	Once a half term

Providing effective feedback is challenging. We are a research-based practice school and as such our feedback policy is closely linked to current research in the field and is evolving as the research evolves. We pride ourselves on using feedback to "feed-forward" and provide next steps in the learning journey.

Research suggests that it

- should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");
- encourage and support further effort and be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong;

4. Four Quadrants Feedback – Dylan Wiliam



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Feedback should follow the structure of:

- 25% Teacher
- 25% Self
- 25% Peer
- 25% Whole Class

5. Next Steps in Learning

Feedback should always lead to specific, goal orientated, next steps in development. Feedback should encourage reflective learners and enable a student response to learning. This is in order to promote more valuable learning experiences and accelerate both attainment and progress.

There are many different tasks that pupils can do to respond to feedback. It depends on what they identify as an area for development in their work.

The following list of suggestions is by no means exhaustive:

- Redrafting of a whole piece of work
- Redrafting of a section of the work
- Redoing something (for example a graph)
- Answering a question / questions
- Editing.

Feedback is a whole school focus for Safa British School for the year of 2024-25 and we anticipate its development having a positive impact on the attainment and progress of students across all of our curricular areas.