

## Diagnostic Feedback Key Summary

Every department will have its own personalised feedback practice which derives from the whole school procedure. This means that at any given time within any subject area, students are able to articulate where they are and what they need to focus on specifically to progress further. Progress over time will be easily evidenced within student work and most importantly they will be able to express their learning journey. If students are not able to articulate their learning and progress, then feedback is not having the desired impact and will need to be reviewed to ensure that this understanding is in place.

### Principles

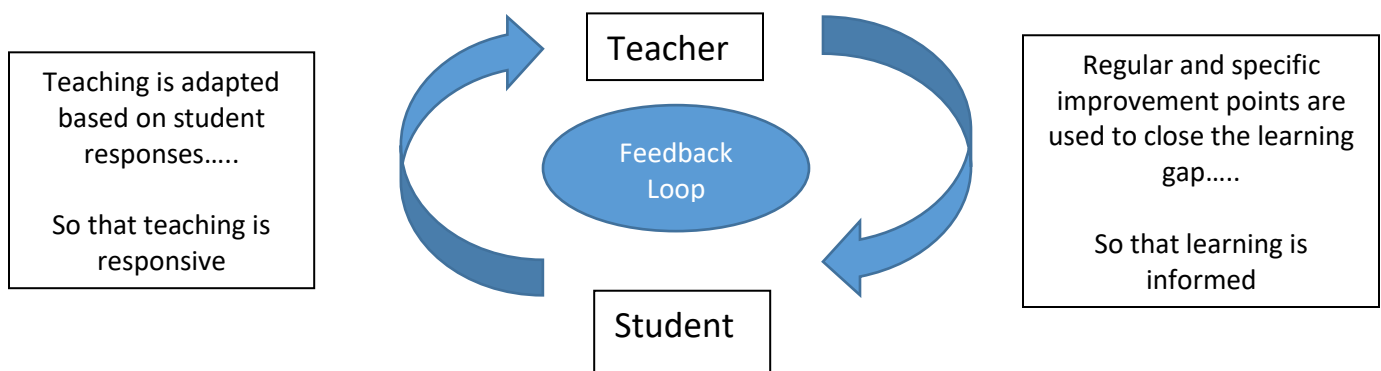
**‘Feedback at its best is a reciprocal process.’**

**“The first fundamental principle of effective classroom feedback is that it should be more work for the recipient than the donor.” (Dylan William)**

Paulet recognises that diagnostic feedback can take a number of forms (verbal - peer to peer, teacher to student); written (both within and outside of a lesson). High quality feedback has a strong correlation with improving student attainment. Our feedback procedures at departmental level embrace the concept that feedback is not an isolated event but is approached through curriculum implementation systemically, and specifically, by adopting three fundamental principles.

1. Careful groundwork before the feedback is given
2. Providing well-timed information that focuses on improvement,
3. Considers how our learners receive and use that information.

All feedback at Paulet should be high quality adhering to the final principle that, feedback can only have impact if students respond and adapt their learning journey in a timely and purposeful manner.



Central in the teaching process is that the foundations of effective feedback are explicitly shared with students. This is through the process of high-quality initial instructions alongside formative assessment to ensure the teacher is aware of learning goals and gaps to ensure that feedback is targeted, timely and specific. Paulet upholds that it is the curriculum plans which will determine whether feedback is instant or delayed. Literacy and numeracy are whole school foci and feedback should embrace these core skills as and when appropriate. We also recognise that a prescriptive set of feedback guidelines does not fit every subject or key stage. We therefore encourage all departments to establish their own processes within their subject area which meet the core whole school principals and procedures.

### Context

This procedure has been initially developed with a core group of teachers at Paulet High School taking on board the opinions of our student body as expressed within learning walks and subject reviews. This procedure has been

updated in the Autumn Term through our lead teachers utilising the Education Endowment guidance report 'Using teacher feedback to improve pupil learning'. This procedure embraces a cultural shift away from prescriptive marking routines to a common belief that feedback must inform planning and cannot be separated from the learning which takes place within a lesson.

## **Our Vision**

To consistently deliver high quality diagnostic feedback which is evident in the classroom through questioning; adaptive teaching; scaffolding; feedback in books and the dialogue both between teachers and students and peer to peer. Feedback given will always be honest and personalised to the student/s. All students within every subject area should be able to articulate, with clarity, what their personal strengths are within a topic or subject area and most significantly what they need to do to close any learning gaps they have or to challenge them further (make progress).

## **Method**

To achieve our vision, we will do the following.

- When choosing to provide written feedback time must be given to allow students to act upon the feedback given. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by students.
- Curriculum plans will have identified tier three disciplinary vocabulary which will be taught explicitly and referenced throughout feedback both orally and in writing
- On-line methods to provide feedback within a lesson are to be embraced when appropriate and are central in some subject areas
- Dialogue and questioning will be a consistent feature within all lessons. Thus, students are able to articulate any misconceptions they have, or actions needed to close learning gaps, feedback should allow be part of high-quality foundations of the learning journey
- At all key stages assessment pieces of work should be evident within each half term, these should follow the departmental curriculum plans and assessment calendars. These assessments should be recorded in Go4Schools to enable a progress indicator to be reported to parents at the end of each term.
- All subject areas to provide opportunities for extended sustained writing when appropriate. In substantially written based subjects this should be half termly (English, global human studies & science). Explicit reference to literacy, tier two and 3 vocabularies should be evident in the feedback process
- Peer or self-assessment must be planned carefully and have clear success criteria to ensure the feedback is purposeful
- All books are expected to be well kept, presented and free from doodling. Students are expected to take pride in their work, and this is an expected standard across all subjects
- Home learning is set as per schedule and completion is recorded on Go4schools. All students have access to Go4schools and use this to be aware of their current forecast grades and progress in subjects across the school
- Subject leaders, and in some subject areas lead teachers, will regularly monitor the quality and consistency of diagnostic feedback and its impact within their department. Records of this will be kept and shared at line management meetings
- All subject areas will have their own specific guidelines for diagnostic feedback within their curriculum area. This will include any differences which will be evident at different key stages.