



## Compass Learning Centre

### Feedback & Presentation Policy 2024-25

<b>Statutory Policy:</b> NO	<b>Governor Action:</b> NO			
<b>Governors' Committee Responsible:</b>	Teaching & Learning Committee			
<b>Link Governor:</b>	Chair of Committee			
<b>Link SLT:</b>	Assistant Head			
<b>Person Responsible:</b>	Deputy Head			
<b>Date Reviewed:</b>	October 2024			
<b>Next Review Date:</b>	October 2025			
<b>Key Link Policies / Documents:</b> <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>	SEN Policy Learning & Teaching Policy Assessment Policy			
<b>Policy Suite:</b>				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
	✓			

*Inspire, Transform, Excel and Succeed*

Signed: *Alison Glazier*

Headteacher

Date: 18/10/2024

Signed: *Aimee*

Link Governor

Date: 28/11/2024



## Equality Impact Assessment – initial screening record

What area of work is being considered?	Feedback & Presentation Policy																																				
Upon whom will this impact?	Students / Teachers / TAs																																				
How would the work impact upon groups, are they included and considered?																																					
<table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr> <td>Minority ethnic groups</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Gender</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Disability</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Religion, Faith or Belief</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Sexual Orientation</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Transgender</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Age</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Rurality</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		✓		Gender		✓		Disability		✓		Religion, Faith or Belief		✓		Sexual Orientation		✓		Transgender		✓		Age		✓		Rurality		✓		
The Equality Strands	Negative Impact	Positive Impact	No impact																																		
Minority ethnic groups		✓																																			
Gender		✓																																			
Disability		✓																																			
Religion, Faith or Belief		✓																																			
Sexual Orientation		✓																																			
Transgender		✓																																			
Age		✓																																			
Rurality		✓																																			
Does data inform this work, research and/or consultation. And has it been broken down by the equality strands?																																					
<table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>No</th> <th>Yes</th> <th>Uncertain</th> </tr> </thead> <tbody> <tr> <td>Minority ethnic groups</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Gender</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Disability</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Religion, Faith or Belief</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Sexual Orientation</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Transgender</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Age</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Rurality</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	The Equality Strands	No	Yes	Uncertain	Minority ethnic groups	✓			Gender	✓			Disability	✓			Religion, Faith or Belief	✓			Sexual Orientation	✓			Transgender	✓			Age	✓			Rurality	✓			
The Equality Strands	No	Yes	Uncertain																																		
Minority ethnic groups	✓																																				
Gender	✓																																				
Disability	✓																																				
Religion, Faith or Belief	✓																																				
Sexual Orientation	✓																																				
Transgender	✓																																				
Age	✓																																				
Rurality	✓																																				
Does the initial screening highlight potential issues that may be illegal? <b>No</b>																																					
<div style="border: 1px solid black; height: 50px; width: 100%;"></div>																																					
Do you consider that a full Equality Impact Assessment is required? <b>No</b>																																					
Initial screening carried out by																																					
Signed: Mark Fisher	Dated: 18/10/2024																																				
Comment by Headteacher:																																					
Signed: Alison Glazier	Dated: 18/10/2024																																				



## Feedback and Presentation Policy

### Foreword:

Feedback is one of the most crucial forms of assessment. It is when we can really show children that we value their efforts; it is when we can judge our own effectiveness as teachers; it is when we can make strategic decisions about the next steps children have to make. More than all that, it is an opportunity to have an individual dialogue with every child. Feedback is all about the teacher responding to the individual and gaining knowledge about that individual. Analysis by Professor John Hattie, Paul Black and Dylan Williams has identified feedback as the major factor in student progress. Assessment for learning is a core component of personalised learning.

Many of the children and young people at Compass have found it difficult in the past to deal with criticism and rejection. Many are severely challenged by the need to review and revise their work. Others struggle to accept that their work does not meet their own exacting standards and their need for perfection. Part of our role as teachers and support staff at Compass is to understand the complex causes that underpin these attitudes. Through understanding we can help our students to come to terms with their feelings in a safe environment. From this base of security and understanding students will be better able to evaluate their efforts in a more measured and realistic way and hence to take the necessary steps towards improving their work. As part of our Trauma Informed and Therapeutic approach we recognise that written feedback gives limited scope for a connection between the student and the adult providing feedback. We therefore expect feedback to be mostly verbal. This allows for a dialogue, connection and for the teacher to adjust their approach to where they find the student at that time. Alongside this there is evidence to suggest that verbal feedback has a greater impact on student outcomes. [The Education Endowment Foundation \(EEF\) report on feedback](#) to students found,

“Studies of verbal feedback show slightly higher impacts overall (+7 months).” (EEF 2021)

This report also went on to recognise the importance of monitoring the workload of staff when setting rigid expectation on providing feedback to students.

The feedback and presentation policy for Compass is based firmly on the principles that:

- **Feedback to children and young people should be positive and supportive**
- **Feedback should be predominantly verbal, with a brief record of the action point**
- **It should be provided in a safe atmosphere of reflection based on the dignity and personal development of the student**
- **It should encourage some self-evaluation by the student**
- **It should be an integral element of the teacher's efforts to encourage student progress**

### Introduction:

Feedback at Compass is an essential element in teachers' assessment of student progress. It contributes to an evaluation of students' understanding of the learning objectives, thereby informing teachers' future planning. It provides evidence for student progress. It allows teachers to reflect on the tasks they have set students and the effectiveness of the links between these and the planned outcomes.

Feedback serves five purposes:

1. Connection
2. Assessment;
3. Correction;
4. Encouragement;



## 5. Support and development.

Feedback should always be a positive experience for students:

- Enhancing learning;
- Offering opportunities for dialogue;
- Building on success; and
- Providing praise.

Feedback should offer students responsibilities:

- For their own self-evaluation and hence development;
- For the support and progress of their peers, where appropriate;
- For improving and refining their own work; and
- For making increased efforts based on increased motivation.

**Why we need to have a feedback and presentation policy:**

- So there is an opportunity for students and teachers to connect over their learning
- So that students' work is valued and recognised by staff;
- So that corrections and points for development are clarified and undertaken by students;
- So that there is clarity and consistency across the school, leading to improved understanding of the system of assessment and evaluation;
- So that student progress is encouraged and enhanced.

**Overall objectives of our feedback and presentation policy:**

- To provide straightforward guidance to staff;
- To ensure that students are clear about how and why they receive feedback;
- To promote a culture of mutual support between staff in order to improve performance and encourage increased student progress;
- To enhance the experience of learning at Compass and to make it more positive;
- To support the continued development of sound learning and teaching practice.

**Feedback for improvement:**

The purpose of all feedback and feedback is to encourage the student's improvement. The child or young person therefore needs to know the objective of the task from the outset. How far this objective was achieved, and crucially what needs to be done next in order to improve, are the core purposes of feedback. We need to provide this as often as we can by:

- Planning time for students to respond to feedback; '**DIRT TIME**' (**Dedicated Improvement & Reflection Time**).
- Making objectives clear through the use of common language or clearly writing the objectives on the feedback action sheet;
- Referring to the success criteria in our feedback;
- Highlighting successes: giving three successes against the learning objectives helps to provide balance against the improvement point;
- Confining general comments to the extent to which the objective was achieved;
- Bridging the gap, through providing specific comments that point the way to the next step the student needs to make

It is the "next steps" and how we engage students with making that improvement that provides the most important rationale for feedback. This does not and indeed should not involve large amounts



of teacher prose. It needs to relate to the objective of the task or the individual targets of the child. This type of response needs to be differentiated by the student and how the teacher finds the student on this particular day.

#### **Feedback guidelines for staff:**

- Staff will ensure that planned learning outcomes are made explicit to students.
- Feedback should be done in an atmosphere of reflection away from distractions;
- Feedback and feedback should be provided as soon as possible after completion of the work
- **A dated action should be recorded on the feedback action form at least every 2 weeks.**
- Student responses to this feedback will be seen in their work following this feedback
- When completing a recap task students are to reflect this either by having a **Recap subheading** or writing in purple pen
- **Written feedback including on feedback action form must be in green pen**
- Feedback should meet the student at their level, staff must differentiate feedback to each student
- Staff will have regard to the need to differentiate feedback to meet the emotional needs of students as well as their academic needs;
- Staff feedback should reference students' targets;
- **The progress tracking sheet should be updated regularly (termly) in the front of the students books**
- **The feedback of spelling errors is important, however, should be limited to subject words** and/or high frequency words or the spelling of words with common patterns as appropriate to the student's needs;
- Feedback should reflect how to make progress to how to make the next step in learning;
- Feedback should include an appropriate balance of praise and suggestions for further development;
- Appropriate time should be given to complete any feedback, either with the member of staff, independently or peer feedback;
- Classrooms should have appropriate displays of "student speak" descriptions that will support students' understanding of how to improve and achieve the next level;
- Three times a year (at least) staff will be expected to complete a summative assessment of the learning so far; this will inform the data input
- Work scrutiny will be carried out regularly to provide supportive advice and encourage consistency of approach.
- **Teacher feedback needs to be in the form of 2\* and a wish. 2\* refers to praise and the 1 wish is for a target or improvement to reach next time.**

#### **Presentation guidelines for students:**

- Students should know and understand the codes and symbols used in the Compass feedback policy;
- Students should be encouraged to work in black or blue ink with any drawings completed in pencil;
- Any mistakes should be crossed out neatly, with one horizontal line through the error. This applies to staff and students;
- All work should have the full date on the right hand of the page;
- Any tables or charts should have ruled lines, have a heading and be clearly labelled;
- Students should be allowed time during lessons to allow them to respond to feedback from the teacher. This should be encouraged by staff to encourage students to take responsibility for developing their own learning;
- All pages in books should be used. This avoids wasting paper.
- Learning objective needs to be written and underlined at the top of the page.



## Evaluation, Monitoring and Review Mechanisms:

It is the intention to employ a circular model which will set objectives, assess impacts and reconfirm/reset objectives through the mechanisms of specific action plans and the school development plan. Compass's learning and teaching policy is under continuous evaluation using this model.

## Linked and Associated Policies:

This policy should be read in conjunction with the following policies which relate to it directly:

- Learning and Teaching Policy;
- Special Education Needs Policy;

## Feedback for literacy:

You will not be expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. **Some subjects may correct spellings that are subject specific rather than all spelling errors.** Judgement must also be used with very reluctant writers and learners as focus on errors can be a major disincentive to progress.

Build up to this gradually.

With less able students, it will be necessary to write the correct version for them. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

## Student involvement:

You may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them using the feedback for literacy codes which are displayed below.

Mark	Means
Sp	...in the margin, shows a spelling error. There may be a circle around or a line under the error. Try this spelling again.
P	...in the margin, shows a punctuation error. There may be a circle around or a line under the error.
G	Grammatical error.
C	Find the missing or misplaced capital.
//	New paragraph. Mark in where the paragraphs should be.
√	Exceptional point/use of language
?	Not clear. Rewrite this short section again to improve expression.
FS	Write in full sentences.
EX	Develop your explanation further using key vocabulary.
D	You need to add more detail. Add in the point you forgot to include.
WW	Wrong word. Try and find and correct it.
V	The piece of work has been marked verbally.
GW	Guided work (completed with a member of staff)
IW	Independent work



## Feedback Action Form



Name:	Checkpoint 1:	Checkpoint 2:	Checkpoint 3:	EoY target:
-------	---------------	---------------	---------------	-------------

[illegible][illegible]



--	--