



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Feedback



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Feedback Guidelines 2024-2025

‘Feedback should be more work for the student than for the teacher’ (Dylan William, 2014)

Principles

- To be positive and constructive, providing opportunities to praise students’ effort and to give encouragement and direction.
- To give meaningful, effective and regular feedback on completed work or work in progress that moves learning forward.
- To value children’s work and acknowledge success against shared learning objectives and success criteria.
- To assess work formatively and summatively.
- To identify specific learning needs.
- To provide next steps that relate to the child’s individual development.
- To monitor progress and inform planning.
- To use consistent strategies throughout the school.
- To encourage students to exert an active role in their learning through self-regulating and acting upon feedback.

Approach to Feedback

At Metropole we have adopted a feedforward approach to assessing student learning rather than traditional marking. Regular feedback and dialogue using this approach supports students in knowing exactly where they are on their learning journey, where they are going next and the steps needed to reach their goal. In essence this approach aims to give feedback to students’ that moves their learning forward.

The table below exemplifies this approach.

Traditional Marking	The Feedforward Approach
Tries not to be mean. “Praise sandwiches”hide criticism inside praise.	Is Authentic. Describes the problem and its impact, then prompts the person for a solution.
Is an “information dump” Think rubrics with 10-20 different measurements.	Is Particular. Is ongoing, embedded in instruction, and focuses on just a few things.
Doesn’t always offer a plan of action. Focus is on measurement, not a plan for change	Has an Impact. Gives the student a plan/next-steps for improvement.

Comes from the top down. Delivered to students by the teacher.	Rich, varied input comes from people with different viewpoints and skill sets. Uses peer and self-assessment.
Ticks on every page to show students you have looked at their work. Lots of teach corrections.	Selects pieces of work for feedback and makes the students spot errors and make corrections.
Points out problems. That idea won't work because...	Expands possibilities. "What if we added this?"

- Verbal and written feedback can take place in many forms e.g. whilst the student is working or after the lesson or through digital platforms such as MS Teams and OneNote.
- The teacher will always be sensitive to the needs of each student and only provide as much feedback as will be constructive.

Formative Assessment

Teachers will assess and feedback to students on a regular basis by checking for understanding using formative assessment strategies. Checking for understanding (CFU) tasks have two purposes;

- To allow students to elaborate on the material/skills or content that has been presented.
- For the teacher to check what has been understood so they can move students forward, intervene or reteach as required.

These CFU tasks can take a variety of forms for example online quizzes, in-person discussions, questioning, short presentations, small written tasks, videos of student performances. Eliciting evidence of learning is an essential feature of a formative assessment approach and supports the feedforward approach to marking & feedback at Metropole.

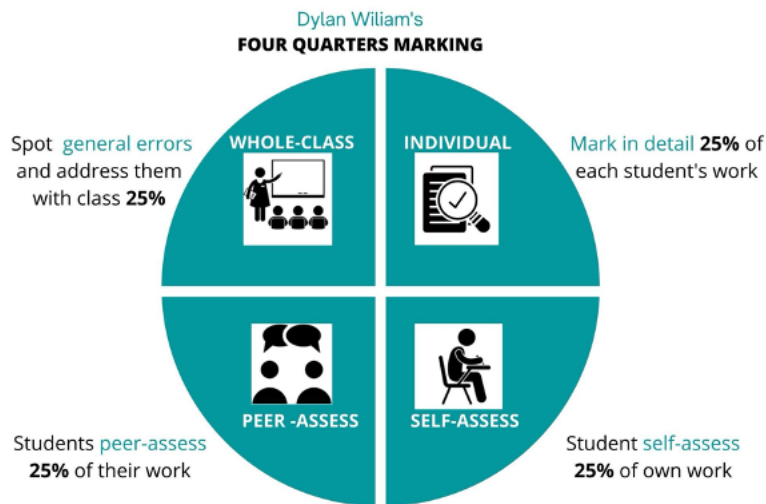
Students at Metropole will also be involved in peer assessment, where the students are encouraged to comment on one another's work according to a given criteria and reflect on how their work can be improved.

Students will also be assessed through set summative assessments which take place throughout each unit of work and will be marked by the teacher.

Frequency of marking

GEMS Metropole recognises the importance of self, peer and teacher feedback. The school uses Dylan William's Four Quarter Marking strategy to ensure students receive regular feedback from their teacher, their peers and develop self-regulation. This strategy also recognises the

significant workload marking can place on teachers and ensures teachers are using their time effectively in order to provide high quality teaching and learning.



Created by Cristina Milos @surreallyno

Self assessment of learning skills

Students are expected to reflect on their use and development of High Performance Learning (HPL) skills using the HPL reflection tool to support them. This can be done in the form of a verbal discussion with teachers and peers or a written comment. **Written comments should be noted in student books every fourth lesson per subject.**

Key definitions

Formative Assessment: refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson. This is where a teacher is checking for understanding.

Summative Assessment: refers to the evaluation of student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Checking for understanding (CFU): techniques used to elicit evidence of learning throughout a lesson.

Primary

All work in books needs to be acknowledged daily. What to expect:

- Receive feedback from teacher in **pink**
- Receive feedback from peers in **purple**
- Students are expected to respond to feedback and attempt to make improvements in **green**
- Verbal feedback during the lesson which the **teacher highlights in green highlighter and student responds to in green pen.**
- **Verbal feedback** on digital platforms (marked with DF by student) in green pen.

There should be an even distribution of pink and green pen. There should be one example of peer assessment at least once a week in English, Math and Science.

Marking Key For SPAG Feedback

FS

S	With support
I	Independent

Year 1

S P	Spelling
CL	Capital letter
S	With support
I	Independent

Years 2-3

SP	Spelling	^	Missing Word
CL	Capital letter	Th	Use a thesaurus to find a better word
S	With support	I	Independent

Years 4-6

SP	Spelling	T	Tense is incorrect
CL	Capital letter	Gr	Grammatical error
MT	pot the error (meta-thinking)	^	Missing Word
S	With support	Th	Use a thesaurus to find a better word

Secondary

MTS Secondary school students are involved in their own review process which raises standards and empowers students to take ownership of their learning targets. **What to expect:**

- Receive feedback from teacher in **pink**
- Receive feedback from peers in **purple**
- Students are expected to respond to feedback and attempt to make improvements in **green**
- Specific dedicated time for students to feedback will be built into lessons (DIRT time). It must be clear to see in student work that feedback has been taken on board and progress made as a result of feedback.
- Audio feedback may be used by teachers as part of a digital platform such as through MS Teams
- Symbols used for Spelling, Punctuation and Grammar (SPaG) *Individual subjects may use additional symbols which will be outlined in the department marking & feedback guidelines.

SP	Spelling	T	Tense is incorrect	^	Missing Word
//	Paragraph	WW	Wrong Word	P	Punctuation
CL	Capital letter	Gr	Grammatical error	Th	Use a thesaurus to find a better word
?	Unclear				

BTEC Subjects

In BTEC students work in OneNote. Students should expect select pieces of classwork to be marked every two weeks in OneNote. The feedback may take the form of;

- Verbal feedback recorded as an audio file

- Written annotation using Apple Pencil in pink
- Typed comments in pink.

Students will receive support in class with their assignments to ensure they are in line with the assignment assessment criteria.