

The purpose of feedback:

- To help pupils reflect upon and improve their performance.
- To help teachers understand how pupils have done in a lesson or task, in order to inform what or how they teach next.
- To resolve misconceptions and move learning forward.

Feedback and marking should always be purposeful and should not be onerous. Teachers should only ever record what is useful for the pupil or for themselves – marking should not be seen as a ‘job on the list’ but an important part of the learning process. Pupils should always, where at all possible, be part of this process to ensure that they understand the feedback that is given and how to act on it.

What Ofsted say about marking and feedback:

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

The Westbridge approach:

Feedback at Westbridge will be delivered in three ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type of feedback	Possible mechanisms
Immediate feedback	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups. Often given verbally to pupils for immediate action. • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.
Summary feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Can be delivered to whole groups or classes • Evaluates understanding of learning in the lesson • Should include an element of self-assessment • May highlight pupils who require further support or a deeper look at their understanding/misconceptions
Review feedback	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to

	<ul style="list-style-type: none"> • Provides teachers with opportunities to assess understanding more deeply • Leads to adaptation of future planning • May lead to next steps being set for pupils
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Where applicable subject teachers are to use EBI (Even Better If) and WWW (What’s Working Well) comments in their feedback for consistency and to ensure comments are constructive. The WWW comment highlights achievements in mastering skills. The EBI comment is used to highlight misconceptions or areas for development; the comments are made to support future progress.

Colour coded dots are placed within work to feedback the current working level at which students are performing. All subject teachers should use the colour coded system for students to be able to see the GCSE Level of each piece work in an instant and visually see their progress.



We also encourage students to reflect on and review their own learning, this is encouraged within each lesson and this can be through verbal or written forms. At the end of each half term we encourage students to evaluate their progress by making a comment on the progress tracker sheets that can be found in the front of students’ exercise books/folders. Through deep and meaningful conversations, students are able to record achievements and areas for future development.

Progress Tracker

Throughout your work, you will have teacher comments to explain to you how you are progressing. The coloured dots or comments on your work will tell you which level you achieved, as below:

KS2: KS3: Baseline: Expected progress: Reading Age:

Working at GCSE Grade: 1. 3/6/9 2. 3/6/9 3. 3/6/9 4. 3/6/9 5. 3/6/9 6. 3/6/9 7. 3/6/9

8. 3/6/9 9. 3/6/9

Working at FS 1/2 Grade: Level 1 Level 2

* Twice a term, you will discuss these levels and your progress towards your targets with your teacher, which will be logged on this tracker.

Date	Current Progress (WWW)	Targets (EBI)	*Student Comments

As part of ongoing planning, and in line with the school’s internal assessment approach, teachers will identify what they want pupils to know and be able to do as a result of any teaching or activity. This information will be used to inform whether pupils need further support to grasp or retain a concept or whether they are ready to move on. Every lesson will contain a brief opportunity for an assessment of this, either through a simple practical task, through questioning or through a short task. Teachers ensure that these opportunities are given sufficient time and importance within the lesson and this should be a routine part of practice in every aspect of school life.

In addition to this, teachers will support pupils in making simple improvements and corrections to their work through written marking. Some of this may happen collaboratively, while some may happen when teachers mark pupils' books in more detail. This could include:

- Spelling
- Grammar
- Punctuation
- Accuracy of calculations/mathematical processes
- Rephrasing
- Elements of presentation(e.g. orientation on the page, handwriting etc)
- Other aspects of the work that teachers wish to comment on

The simple code below should ensure that this process is not onerous for teachers but adds value to pupils. It is designed to offer sufficient guidance to pupils to identify and correct the error but be open enough to promote discussion about this, in order to fully understand the misconception or reason for error.

Symbol	Meaning
Circle around a letter e.g. peoPle	Should be capitalised/decapitalised
^	Missing word or element of punctuation
//	New paragraph or line
Wiggly line under a word	Spelling error (Teachers should identify errors only where the spelling rule has been taught and therefore pupils should have the necessary understanding to correct the error. Teachers should identify no more than 5 spelling errors in a piece of work and pupils should be well supported to correct these errors.)

Feedback to parents/carers

At Westbridge, we believe that positive dialogue with parents is a necessity to developing student potential. Staff share student success through phone calls and also by sending postcards home.

Parents evenings are held each term to meet parents/carers to celebrate success and share students work. Parents/carers receive a written report each term that outlines the course coverage, their progress and subject specific targets. We also discuss the progress students have made against their ILP(Individual Learning Plan) targets.