

Milton Keynes Academy

One Page Policy: Feedback

Aim

This policy is designed to ensure that regular formative feedback of student work is focused on:

- **teachers checking for understanding** *to inform planning and next steps*
- **students addressing misconceptions** *to secure accuracy of learning*
- **ensuring students leave the lesson understanding what they have learnt** *so that they know more*
- **ensuring students remember more than when they started** *to maximise their progress overtime*
- **addressing underperformance through positive framing** *to maintain students' motivation*

Why this approach?

We passionately believe in an evidence-informed approach, which means that we take research from other schools and organisations who have applied specific strategies and found them to be successful.

The research behind the benefits of high-quality feedback is clear-cut. High-quality feedback is one of the most important strategies for improving student outcomes (EEF, 2019).

Checking the responses of all students and providing specific feedback to students you know and understand well is the cornerstone of effective classrooms (Sherrington, 2019).

High quality feedback has also been shown to increase the pace of learning, enabling students to access the wider knowledge contained within our ambitious MKA curriculum (Hattie, 2008).

This policy gets right to the core of what makes feedback high-quality by addressing student misconceptions, knowing students well and providing specific and targeted intervention.

Methods of Feedback

It is the expectation that **summative assessments** are marked by teachers in all subjects as set out in the assessment calendar. For teachers to be able to provide specific feedback to the students they teach, it is expected that teachers mark the summative assessments of their **own** classes.

However, each subject has **autonomy** about how they choose to provide **formative feedback**. It is expected that HODs will work collaboratively with their team to determine the range of strategies used and that teachers will actively engage in this process.

Subject teams may choose a selection of methods, including but not limited to, verbal feedback, live marking, whole-class feedback, peer feedback, entry/exit tickets and *other pedagogical approaches*.

Quality Assurance

All teachers within a subject must apply their agreed feedback policy. HODs are responsible for ensuring consistency and are expected to challenge and support teachers when underperformance is apparent.

To ensure this policy works in the interests of our students and to support our staff, the following quality assurance processes will take place:

- Learning Walks led by HODs and supported by SLT, including student voice panels
- Sharing of best practice within departments and across departments during whole-school CPD
- Reviews of books and booklets led by HODs and supported by SLT, which will **always** include a sample of work from EHCP students alongside examples of other SEND (K) students.

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Teachers in Business Studies **always** mark every **summative assessment**.

Teachers in Business Studies will use a range of **formative feedback** strategies throughout the MKA Learning Cycle:

Engage

In Business Studies, *Do Now* tasks are **always** based on retrieval practice.

Teachers **may use** a range of questioning techniques to elicit answers and then provide verbal or written feedback to address misconceptions. This **may** be through *cold-calling, live modelling, feedback as actions* or *other pedagogical approaches*.

Intent

In Business Studies, the learning intention and 3 keywords are **always** explained.

The teacher **may verbalise** or *visualize* the sequencing of the curriculum so that students understand and can articulate the curriculum journey. *Mini plenaries* **may** be used throughout the lesson to link learning tasks to the intention of the lesson.

Content

In Business Studies, new content is **always** delivered through explicit instruction and **always** matches the agreed MKA curriculum.

Teachers **may** check for understanding through a range of *questioning techniques*. The teacher **may** address misconceptions either *verbally* or *visually* using a variety of *pedagogical strategies*. Students **may** be asked to make notes, which **may** be checked by the teacher.

Model

In Business Studies, teachers **always** model the application of knowledge.

Teachers **may** use strategies such as *I Do, We Do, You Do* to scaffold learning. This **may** be completed on the *white board* or via the use of a *visualiser* whilst they *narrate their thinking* to the class. Teachers **may** model new knowledge through practical activities. Students **may** be given the opportunity to *test the teacher* allowing them to consolidate new content.

Apply

In Business Studies, independent applied learning time is **always** completed in silence.

Teachers **may live mark** the work of students, targeting some students with SEND. Misconceptions **may** be addressed through immediate *whole-class feedback*. *Mini whiteboards* may be used to assess whole-class understanding.

Review

In Business Studies, specific time is **always** given for students to act upon feedback.

In Business Studies, the teacher **may** give *whole class feedback* to provide formative feedback. Students **may** give *peer feedback* using the *be kind, be specific and be helpful* scaffold.