

INVICTUS

Education Trust

FEEDBACK FRAMEWORK

To be approved by Board of Trustees

To be reviewed by Board of Trustees

July 2022

Contents	Page
1. Framework Principles	2
2. Subject Specific Feedback	2
3. Invictus Feedback Framework	2
4. Responsibilities	4
5. Review of Policy	4

Appendices

Appendix 1 – Teacher Stamp Template	5
Appendix 2 - AFL Seating Plan	6
Appendix 3 – Take 5	7
Appendix 4 – Literacy Marking Symbols	8
Appendix 5 – Covid-19 Amendments	9

1. Framework Principles

The Invictus Education Trust Feedback Framework is based on the following core principles:

- Quality feedback is **meaningful, manageable and motivational**
- A **shorter feedback loop** for students through live marking. Students receive immediate feedback which helps eliminate misconceptions
- The feedback given links to **department specific** requirements
- Positive impact on the **progress** of each student

2. Subject Specific Feedback

Within the following framework, each subject area has the opportunity to provide some feedback from assessments in a format that meets their individual requirements. This ensures that pupils receive relevant and appropriate feedback to improve and develop their learning in each subject area.

3. Invictus Feedback Framework

The following framework is given to provide clarity for expectations of feedback across the Trust.

Live feedback takes place at an appropriate point in the lesson, suitable to a given task. There are two main elements to this:

1. A teacher stamp (see Appendix 1) is used to mark a selection of answers in lessons during a set task, to provide feedback which includes a challenge in **RED** pen for pupils to respond to in **GREEN** pen. Particular attention can be made to Pupil Premium students who may be approached first and prioritised during live marking.
2. During GRIT (Growth, Resilience, Independent Task) time within the lesson, a selection of different pupils should be chosen to assess their progress on the task, giving a holistic view of the class progress. The work

observed need only be initialled by the teacher and a summary of the feedback can be collated on an AFL seating plan for the class (see Appendix 2). This can be added to over the course of the term. This record is then kept in a folder OR on the online platform for your school from which teacher planning can be further informed and amended, considering the progress made and interventions required. Students complete the GRIT in **PURPLE** pen (where a written task is appropriate) and can amend their answer in response to whole class verbal feedback in **GREEN**.

Feedback from assessments must use an agreed departmental or school feedback format for a consistent approach. Data is inputted three times over the year in line with the calendared assessment points. A set of books or tests may be marked for this purpose to inform the current progress grade. Departments **can continue the use of the stamp** for this form of feedback or can use a previously agreed format specific to them e.g. whole class feedback sheets or use of assessment objectives.

Marks awarded should be recorded on your school's learning platform and progress grades indicated on target stickers at each assessment point.

Once completed, plan for reflective time for the students to review their own work against the feedback and share good practice. There is the opportunity here for further questioning or self-assessed DIRT responses in workbooks.

Work must be marked regularly:

Live feedback should take place at an appropriate time in the lesson. This could be during GRIT time. Staff should aim to have used live marking **with all students at least once per half term**.

For those teachers who only see a class **once a week**, ensure that each student has live feedback over the course of a **term**.

Feedback from Assessments should take place **once a term** in a format that suits the department alongside the criteria found above in line with calendared assessment dates.

Year 12 & 13 – students should receive detailed, **written feedback twice a**

half term in a form that suits the department, alongside the **live marking** which should take place **each week**.

Work can be marked for **literacy** in both the live and assessment feedback. Literacy marking should be subject, ability and task appropriate. Encouraging students to check their work and ‘take 5’ (see Appendix 3) to make their own changes before it is accepted for submission, can reduce the workload for staff. Students can amend the changes in **GREEN** pen, as a result of the check. Students will require time to ‘take 5’ for an extended piece of writing. In live feedback, dot marking can be utilised where a literacy error is simply marked with a dot or is highlighted for students to correct. In detailed assessment feedback, literacy codes could be utilised (see appendix 3 for notations).

Peer and Self-assessment are valuable ways of developing pupil understanding of their own progress and assessment criteria. This can be evidenced in classwork or homework.

4. Responsibilities

Class Teachers are expected to feedback according to the requirements above and follow any specific department policies. This marking can inform planning.

Curriculum Area Managers are responsible for producing any feedback templates for their subject area(s) where required. They are also responsible for ensuring that teachers in their department understand how to mark and assess accurately. This will be monitored through Department Health Checks and work scrutiny.

SLT will lead the monitoring of this framework through the departmental Line Management processes and SLT Health Checks. Members of SLT responsible for Teaching and Learning will report to Governors and members of the Trust on how the framework is implemented.

5. Review of Policy

This policy is reviewed annual by Invictus Education Trust Board of Trustees.
We will monitor the application and outcomes of this policy to ensure it is working effectively

Assessment and Planning

Think carefully about this feedback. It will help you improve your work, and it will help me plan your next lessons and homework

What you are doing really well:

To move forward, you and I will focus on...

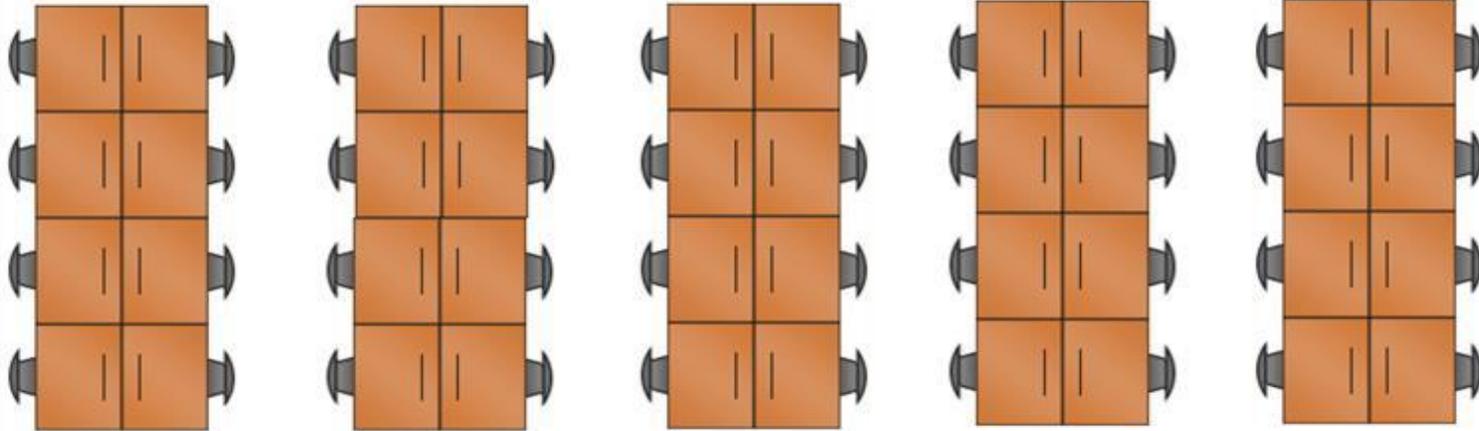
I challenge you now to...

Set out your response to the challenge below

Appendix 2 – AFL Seating Plan

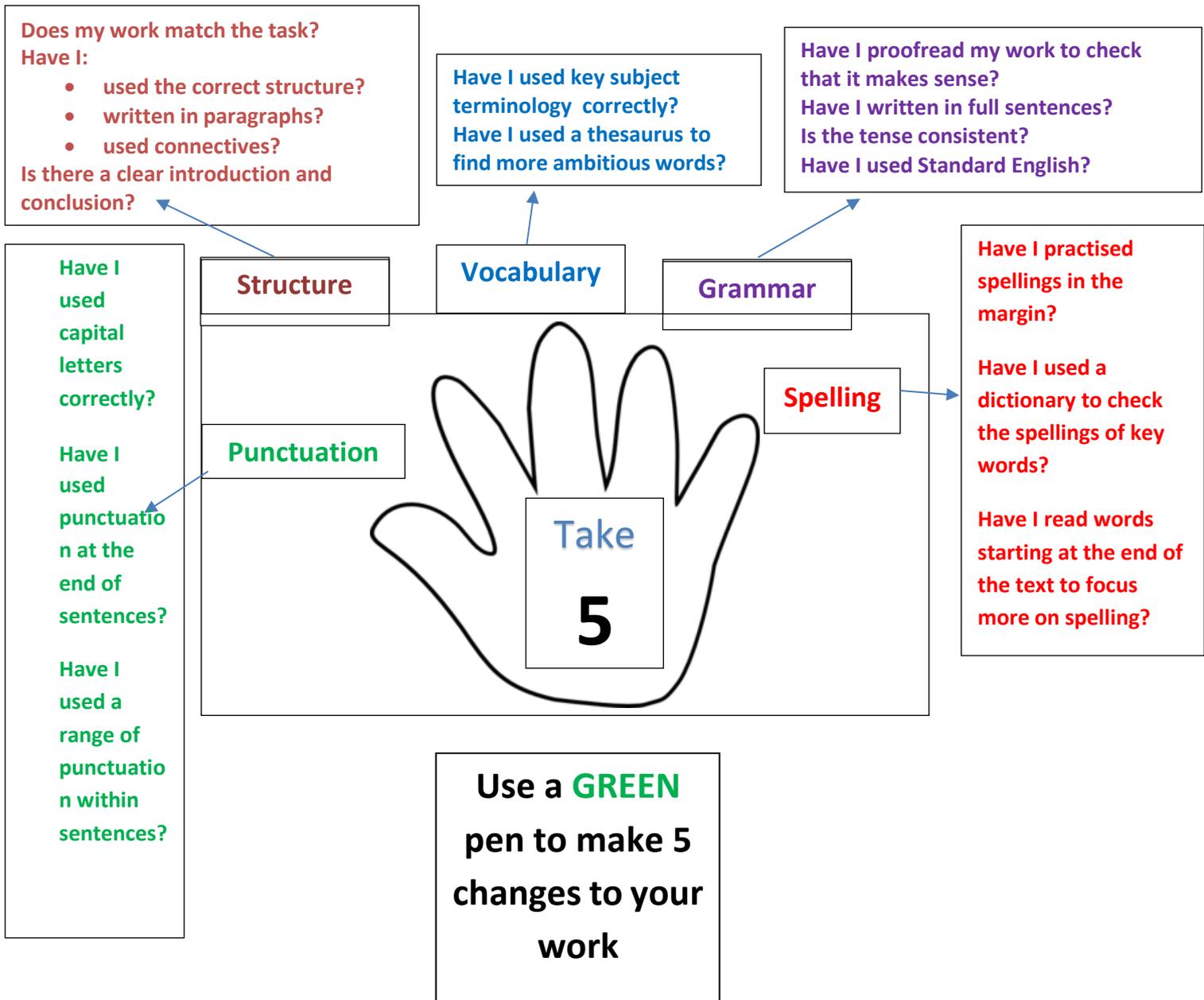
Blank Template

Live AFL Plan:



Whole class misconceptions	
Teaching points moving forward and time frames	
SEND/PP/MA targets	
Intervention required	

APPENDIX 3



- Students make 5 changes in green pen, students should be asked to resubmit their work if this is not completed when asked.
- The 'take 5' prompts should be used to encourage student independence and can be adapted to suit subject areas if necessary.
- 'Take 5' displayed in every classroom and/or use as part of PPT slides to reduce copying costs.
- Allow students to regularly have 5 minutes for proofreading/Take 5

Literacy Marking Symbols:

The appropriate word/place in the sentence will be circled and this symbol written in the margin:

CL Put the capital letter in or check you have used it correctly

SP Change your spelling mistake

P Change your punctuation mistake

// A new paragraph is needed in the place marked

G How do you need to change your grammar?

^ What have you missed out above?

?? What does this mean? Explain.

 The sentence does not make sense.

- On longer, more substantial pieces of work, these symbols could be applied.
- Members of staff are not expected to correct every single mistake. 5 corrections in each piece of work or a section of work could be annotated.
- Students should be given time to make corrections and demonstrate that they have learned from these mistakes in future learning.
- Literacy marking should be subject, ability and task appropriate.
- Students should be encouraged to check their work and 'take 5' to make their own changes. This will foster independence, reduce teacher workload, and enable students to correct misunderstandings.

APPENDIX 5

TEMPORARY AMENDMENTS DUE TO COVID-19

- Teachers will not be expected to do any Live Marking during this time, with the restrictions and guidance in place.
- Teachers will be expected to complete Live Feedback through trialling the AFL seating plan. This will take place only through discussion and from questioning the students individually in response to tasks set. Teachers will not be expected to read student's answers or initial work.
- Assessments that may take place during restrictions due to Covid-19 can be marked after leaving for 48 hrs with use of the stamp or a departmental resource.