

Policy Appendix – Formative Feedback in the Remote setting

Formative Feedback

There are two forms of formative feedback: **feedback findings** and **‘live’ in lesson feedback**.

Central to this is the **JQA Teacher Planner to record findings and plan** as a result of those findings.

Feedback will be given regularly by staff in the remote setting - **although how they choose to do this is up to individual teachers, guided by procedures and a ‘rhythm’ devised by leaders in their curriculum areas**. Teaching staff are subject experts and are trusted to provide feedback as they see fit which leads to student progress. They will regularly read through student work and typical feedback strategies in place in subjects and departments may include:

- Analysis of whole-class performance in Assignments or tasks to inform future teaching using their staff planner (yellow pages) and the Whole Class Feedback slide
- Questions posed to students to check for understanding and build a learning dialogue
- 1 to 1 verbal feedback within a lesson by unmuting your mic
- Quizzes using Microsoft Forms

At JQA, **feedback should encourage students to take responsibility for their own checking/correcting/editing and re-drafting and be guided by teacher input**.

Feedback Findings – Whole Class Feedback Using The JQA Teacher Planner

Feedback Findings notes will be captured in the yellow pages of staff planners. The findings should impact on further planning for progress.

The information below outlines how **Feedback Findings** works in practice and outlines the key principles for faculties/departments in relation to school procedures.

- The teacher reads through student work, making notes as they go in the yellow pages of their staff planner
- They may also want to make ‘live’ notes in a lesson on the dated page of their planner in the ‘marking and feedback areas to address’ column if they uncover any areas to note or address
- Teachers will make notes on the following aspects; **literacy issues**, the main areas of **misconception**, considering opportunities for **re-teaching and modelling**. Teachers should make RAG-rated assessments of students’ understanding. **Wow Work and Rewards are sections to note students that have gone over and beyond the Green students** and that deserve special recognition (My Stickers Praise Postcards) and can be shared with the class via sharing the screen, where appropriate. Teachers will also take note of work that does not meet the required standard in terms of student’s effort and **students that require more support/intervention** or were away from the live lesson.

- There is also a section on **challenge** ideas to build on students' strengths and knowledge
- NB: Students who have been flagged as causing concern or requiring more support are not to be shared with the class, but can be supported by differentiated 'Do Now' activities or 1 to 1 by the teacher or in small groups, depending on the support required and any restrictions in place.
- The following lesson, where appropriate, the teacher will share the positive things they found and areas for development via the 'Feedback Opportunity' slide(s)
- The teacher may wish to re-teach a particular aspect of the work where misconceptions were common and this will be evident in their 'feedback findings' notes.
- Students can certainly self assess during such an activity where appropriate

'Live' In-Lesson Feedback - Aim

'Live' in lesson feedback: 'Live' in lesson feedback is used during the lesson to ensure that students are focussing on the learning, producing their best work and to communicate that students' work is consistently being reviewed and monitored.

- The best examples of 'Live' feedback in the remote setting *might* include;
 - Checking for understanding – asking students to all post a response in the chat at the same time to gauge student understanding and address any misconceptions
 - During the 'You do' phase of the lesson the teacher might go into Assignments, giving live feedback to students as they do so, making written notes of whole class errors, areas for development and areas of strength in the 'Marking and Feedback Areas To Address' column
 - The teacher continually shares whole class, task-specific, verbal feedback on the mic to guide students from findings when they circulate. The teacher may also display work by sharing the screen if appropriate/available
 - The students act on feedback instantly to steer them towards **excellence**.