



Practice, Feedback and Homework Policy

Teach. Check. Respond.

At Hayes, we believe in giving timely feedback that is focused on improving the learner, enabling them to understand their gaps in knowledge and skills to ensure they have high aspirations for their own development and are ambitious in pursuing it.

Our practice and feedback policy is informed by the EEF guidance 'Teacher Feedback to Improve Pupil Learning' and therefore, effective feedback at Hayes is underpinned by the following principles:

1: We lay the foundations for effective feedback through high quality instruction.

2: We deliver appropriately timed feedback which is focused on moving the learner forward.

3: We plan for how students will receive and use feedback.

This evidence informed approach to feedback places the learner at the heart. How they respond to feedback to improve their knowledge, skill and understanding is central to their progression.

Therefore, during a sequence of roughly six lessons, students will be expected to engage in deliberate practice to consolidate and demonstrate their understanding.

Departments have been moving towards identifying and recording standardised deliberate practice tasks within their Medium Term Plans (MTPs) for use consistently within the department. Students should label the work 'Deliberate Practice Task' (we recognise that other aspects of classwork and H/W may constitute deliberate practice)

Deliberate practice is a meaningful and extended task which requires students to apply their knowledge and think deeply about the content they have been studying. Over the course of a unit, deliberate practice may take different forms such as:

- Multiple choice quizzes
- Vocabulary application
- Completion of partially completed models
- Essay questions
- Extended practice questions/ tasks
- Performance, debate, presentation
- Corrections/ re-drafting non examples

Deliberate practice is planned to build over time. It may break down more complex knowledge and tasks down and provide opportunity to practise a specific aspect of knowledge or skill before adding new content.

This ensures that students are given opportunities to rehearse and repeat practice in a variety of contexts, and not just replicate exam tasks. This supports our ethos of long term learning over performance as applying knowledge in a variety of forms helps support fluency.

Following a deliberate practice task all students will be expected to engage in Directed Improvement and Reflection Time (DIRT) in which they are responding to feedback provided by their teacher.

However, **the method of feedback is at the professional discretion of the teacher** as our staff know their learners best and will make an informed decision as to the best method to move the student forward.

Our feedback strategies are research-informed and support our students to think deeply about content, develop self-regulation and metacognition and thus be motivated to progress and achieve exceptional outcomes. We believe efficient strategies support **timely feedback** and therefore we adopt responsive approaches to feedback, including whole class feedback, as opposed to relying on written feedback in exercise books.

This responsive method of teaching and feedback provides teachers to bridge gaps quickly and provides teachers with the time to plan and deliver high quality lessons and resources to support the progression of students.

Effective and efficient feedback which both challenges and supports our students is central to our practice at Hayes and therefore students will receive feedback in a variety of the following forms:

'Do Now' tasks:

- Our 'Do Now' tasks are at the start of every lesson and are focused on priming students for the lesson by checking their prior understanding of required curriculum content. This enables teachers to immediately identify misconceptions, provide feedback and bridge necessary gaps in learning before moving on to new content

Regular low stakes testing:

- Departments will prepare regular low stakes tests. The frequency will vary depending on the contact time of the subject
- Students take quizzes and are provided with feedback (self/ peer/ teacher), revealing security in knowledge and gaps to be bridged
- Low stakes testing may take place in lesson and/ or on Satchel One for homework
- Teachers use plausible distractors to ensure that common misconceptions are revealed and addressed
- Teachers use common misconceptions to guide their curriculum planning
- Students correct mistakes

Whole class feedback:

- Each half term, students will be provided with multiple opportunities for **deliberate practice**. This is extended time in lessons for students to apply culminated

knowledge and skills that they have acquired within relevant aspects of the curriculum

- Teachers will read students' work and complete whole class feedback notes, identifying student work to share, common misconceptions, SPAG and vocabulary errors and consider the most appropriate point in the curriculum to address errors
- Following the practice points, students may receive **whole class feedback**. Whole class feedback will focus on modelling excellence and explicitly communicating areas of strength and improvement
- Following whole class feedback, **directed improvement and reflection time** will be given for reflection and action upon feedback, including SPAG errors. Students will complete this in red pen
- This can follow a deliberate practice task and/ or a summative assessment.

Questioning and Verbal Feedback:

- In lessons, teachers use targeted questioning to assess students' understanding and provide immediate feedback
- In lessons, teachers circulate providing live feedback, either in written all verbal form, to consistently progress students understanding of curriculum content and refine application

Peer Feedback:

- Peer feedback is in green pen
- Students mark each other's work with a clear focus and teacher guidance/ criteria.
- Students can then identify their own gaps in knowledge and understanding and immediately correct them
- Common misconceptions can be addressed by the teacher, who will have circulated and taken notes
- This can follow a Deliberate Practice Task

Self-identified Feedback

- Students mark their own work, in red pen, with clear teacher guidance/ criteria
- Students can then identify their own gaps in knowledge and understanding and immediately correct them
- Common misconceptions can be addressed by the teacher, who will have circulated and taken notes
- This can follow a Deliberate Practice Task

Exams/ End of Unit Assessments

- Students may sit a summative assessment at the end of each unit/ topic in appropriate subjects
- The results of summative assessments will be reported to students
- Students sitting public examinations, will sit formal mock exams at least twice a year and the results will be reported to students
- Every other year group will have at least one formal exam, usually at the end of the year
- The results of summative assessment and exams will inform curriculum planning at both an individual teacher and departmental level

Individual feedback:

- Written feedback specific to an individual student
- This is at the discretion of the subject teacher and may be based on a specific area that is at odds with the rest of the class
- Teacher feedback will be in purple pen
- Targets will be specific and actionable
- Students will action feedback in red pen.
- This can follow a Deliberate Practice Task or summative assessment.

Homework:

Our approach to homework is complementary to our approach to practice and feedback and is set to support student learning. Research shows that homework set for the sake of providing student with activity between lessons has limited if not negative impact upon student learning and progress (Hattie 2009).

As a result, it is counterproductive to have a set point at which all teachers set homework but rather a commitment to set meaningful homework on a regular basis to support student learning (this will be **a minimum of once every 6 contact hours**).

We recognise that the most effective homework:

Embeds understanding: Provides further opportunities to practise application of knowledge already explored and practised in the classroom

Extends understanding: Provides opportunities for students to think beyond the knowledge already explored in the classroom to deepen understanding

Therefore, as a minimum, we ensure that the homework set either seeks to embed or extend student thinking. Homework tasks will be set on Satchel One and will either require an online or in class submission. Teachers will use one of the strategies outlined above to feedback on homework at the most appropriate time in the curriculum sequence.

We are what we repeatedly do. Excellence is then not an act but a habit.

Ten Consistent Non-negotiables

- 1: During a sequence of six lessons, students will engage in a 'Deliberate Practice Task'**
- 2: Students will receive feedback and engage in 'DIRT' following the 'Deliberate Practice Task'**
- 3: 'Deliberate Practice Tasks' will be labelled as such in students' work/ exercise books**
- 4: DIRT Tasks will be labelled as such in students' work/ exercise books**
- 5: Students complete work in blue/ black ink**
- 6: Self-identified feedback and correction will be in red pen**
- 7: Peer feedback will be in green pen**
- 8: Teacher feedback will be in purple pen**
- 9: Meaningful homework, which embeds or extends, is set within a cycle of six lessons**
- 10: Homework is set on Satchel One for students**

You can find out more about the research and evidence which underpins our policy here: [Practice, Feedback and Homework Policy Research and Readings](#)