

FEEDBACK POLICY:

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Date on which the Policy will next be reviewed :	September 2020
Dissemination of the Policy :	All staff

What is feedback?

Feedback can take different forms : peer, self, teacher marking or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

1. Aims of Feedback

- 1.1 To help students make progress;
- 1.2 To provide strategies for students to improve;
- 1.3 To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 1.4 To inform our planning and structure the next phase of learning;
- 1.5 To facilitate effective and realistic target setting for student and/or the teacher;
- 1.6 To encourage a dialogue to develop between student and teacher;
- 1.7 To encourage students to have a sense of pride in their work;
- 1.8 To encourage students to aim for perfect presentation;
- 1.9 To correct mistakes, with a focus on Literacy skills using the whole school literacy codes.

2. Principles

- 2.1 Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- 2.2 A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is **essential** to allow time (***DIRT : Dedicated Improvement and Reflection Time***) for students to read the comments and engage with the feedback;
- 2.3 Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- 2.4 Peer and self feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

3. Type and frequency of verbal feedback

- 3.1 This is the most frequent form of feedback;
- 3.2 It has immediacy and relevance as it leads to direct student action;
- 3.3 Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

4. Type and frequency of written feedback

- 4.1 There are two types of written feedback: detailed which results in 'rich marking' opportunities and maintenance;
- 4.2 The frequency of each type of written feedback will vary between departments and key stages; agreed minimums should be clear in the marking policies of each departmental area (see appendices for further information);
- 4.3 Some departments that are more practical may well not have detailed written feedback;
- 4.4 Detailed feedback will clearly identify the **strengths** and **areas for improvement** that students will then act upon (this will be in the form of www and ebi);
- 4.5 Maintenance marking may identify specific issues such as key words, literacy and presentation issues; students should act upon these;
- 4.6 Students will respond to teacher/peer feedback using a purple pen.

5. Type and frequency of peer feedback

- 5.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher;
- 5.2 Written peer feedback should be clearly titled and underlined as 'Peer Feedback' and it should include the name of the student giving the feedback, this is done in purple pen;
- 5.3 Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

6. Type and frequency of self feedback

- 6.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;
- 6.2 Teachers should share success and/or assessment criteria where appropriate.

7. Literacy and numeracy feedback

- 7.1 If the literacy standards of our students are going to improve we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback.
- 7.2 Work should be marked for literacy using the following symbols :

Symbol	Meaning	Symbol	Meaning
✓	Good	✓✓	Excellent
Sp	Spelling error	G	Grammatical error
?	Doesn't make sense	^	Missing word
/	New sentence	//	New paragraph
ap	Apostrophe error	T	Tense
CL	Capital letters	P	Punctuation
FS	Full stops	SV	Improve subject vocabulary

7.3 We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc should be monitored accurately across the curriculum.

8. Monitoring and Evaluation

- 8.1 Subject Leaders must ensure their departmental feedback policy supports the school policy. Each department has identified what formative feedback looks like. This is regular. Summative feedback is based around assessment point 1 and 2 (AP1 and AP2). Rich marking (every 6 lessons) opportunities have been identified. This policy should clearly identify the type and frequency of feedback in subjects;
- 8.2 Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny etc. These times are planned into the monitoring cycle. SLT links and HOD monitor and ensure consistency.