

Feedback Policy



Policy Title	Feedback Policy
Policy Created / Amended	September 2022
Policy Ratified	October 2022
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Summary of changes	Formatting and layout

1 AIM

To establish a consistent approach to the way students' work is given feedback, so that, via Academy wide common practices, they have a clear understanding of how to make progress. All students should be given feedback regularly (written/ verbal) to help them reach or exceed their full academic potential. Feedback will help students to improve their work and allow teachers to be responsive to students emergent needs.

2 THE FEEDBACK PROCESS

Feedback is most effective when the student knows:

- The assessment and outcome objectives of each task
- To what extent they have achieved these (praise)
- What they need to do to improve their work (misconceptions)
- Be personal and specific and child friendly

Students must have the opportunity to revise their work based on the marking given. Marking and implementation of this policy is the responsibility of all teachers.

3 LIVE FEEDBACK

Live Feedback must:

- Have students spending at least twice as long responding to feedback as the teacher spends giving it.
- Be given on-the-spot, therefore 'live' and provides pupils with the opportunity to address misconceptions within the lesson, meaning these do not become embedded parts of their practice.
- See teachers circulating, monitoring and supervising pupils work throughout the lesson – re-teaching any misconceptions where required as they emerge.
- Be given regularly throughout the Exit Task, and form part of a daily/ weekly routine

4 WHOLE CLASS FEEDBACK

- Must be twice half-termly, at each point students receive a green sheet, students should respond in purple pen
- Must use green paper and the consistent departmental format, with the four areas agreed as a whole staff
- Praise must be student forename only
- Tier 2 and Tier 3 vocabulary needs to be addressed in the vocabulary box and clearly evidenced in student workbooks
- Students should spend a sufficient amount of time responding to feedback

- Students need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded
- Staff should adopt the common approach to marking Literacy, including spelling
- Practical and project-based subjects need to have regular marking, even if a whole project may extend over a period of time. Teachers should plan for opportunities to obtain written work from students and to give feedback in written form about the students' practical or oral progress
- Teachers should mark in green.
- Students should respond in purple.

5 ASSESSMENT FEEDBACK

- Must use a whole class feedback form (green sheet) linked to the marking criteria
- Time must be set aside to allow each student to reflect and respond to the teacher's comments and questions, re-write work and make corrections to improve their understanding and learning skills – advised 1 lesson
- Each student in every subject must respond to the feedback and reflection must be sufficient This includes practical subjects.
- Students' work for external examinations should be marked using the assessment objectives/marking criteria of the examinations. This marked work should be shared with students
- Internal moderation is needed to produce consistent standards between different teachers.
- External standardisation at Trust level should be, where possible, sought for all Year 11 examination work

6 FREQUENCY OF FEEDBACK

Whole class feedback should be done at least twice half-termly as a minimum in all subject areas taught. The only subjects where this does not apply is PSHE due to contact time. With PSHE it is expected that there will be evidence of whole class feedback once per half-term.

7 TARGET LEVEL

The students' planners and the student records on School Information Management System (SIMS/GO4SCHOOLS) record students' target levels or grades. Where students have exercise books, their target levels or grades must also appear on the covers in light with the assessment policy and subsequent guidelines.

8 SPELLING, PUNCTUATION AND GRAMMAR

In addition to whole class feedback, standard literacy codes must be used across all subjects when giving live feedback and/ or marking extended work (see 9). Laminated guides of the codes below should be on display in all classrooms to better aid student understanding. Please ask if you need

copies.

SP in margin and circle the word in green	Spelling error	Students must correct the word and write the correctly spelt word out 3 times in purple.
-C in margin and letter underlined in green	Misused capital letter	Students must correct the work in purple.
-PS in margin and underline the error in green	Punctuation	Students must correct the work in purple.
-PA in margin in green	Paragraph too long / too short	Students must amend with arrow or // in purple.
-VOC in margin and underlined in green	Vocabulary - indicates that a better word could be used or the WRONG word has been used.	Students must correct the work in purple.

9 EXTENDED WORK

Each subject department (where relevant) must produce examples of extended work (Exit Tasks/ Homework pieces) and have provided a feedback form, with literacy annotations and if KS4, linked to GCSE specifications.

10 SUBJECT LEADERS

Must:

- Check feedback of a sample of books regularly (at least twice per half-term)
- Ensure the department has a coherent and consistent approach to whole-class feedback and identify the effectiveness of Exit Tasks
- Plan regular opportunities in department development time to moderate key assessment activities to ensure consistency (at each assessment point)

11 TEACHING ASSISTANTS

Read through the comments written by teachers in order to guide any students they are working with in the class. Provide teachers with feedback on designated SEND students.