



## Feedback Policy

Adopted by SLT: July 2021

Review Timetable: 3 Years

Renewal Date: 2024

### 1. What is feedback?

Put simply, feedback is a way of letting learners know what they have learnt and what they can usefully do to improve learning in the future.

Feedback can take different forms: peer, self, group, 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 well they are doing and what they need to do to improve. Students make greater progress in their learning and improve their understanding because they reflect upon their learning and respond to feedback.

### 2. How teachers will use assessment to provide feedback

Feedback is based on accurate assessment. The regular feedback teachers use to support students' progress from lesson to lesson will be based on routine, 'formative', in-class assessment. This is supplemented with regular 'summative' assessments that: indicate current progress; inform internal monitoring and intervention and are reported home to parents/carers. With the exception of external examinations, all forms of assessment should generate feedback that leads to improvement in learning.

Teachers assess students to pinpoint the attainment and understanding of individual students and class groups and provide diagnostic feedback for improvement. Such assessment needs to be frequent and accurate enough to:

- Facilitate precise and effective planning of lessons that challenges all learners appropriately
- Regularly inform students and their parents about their current level of progress
- Allow students regular opportunities to improve their learning

### 3. What is the purpose of feedback?

Effective feedback should help students make progress by:

- Identifying clearly where learning has been successful so they can build on that success
- Identifying clearly where learning has been less successful so they can address those areas

- Identifying and addressing any mistakes and misconceptions, including literacy (SPaG)
- Providing opportunities for students to reflect on, and record, their learning
- Providing strategies for students to take active steps to improve
- Making it possible for students to agree or understand motivational and/or aspirational targets for future achievement
- Encouraging a dialogue between students and teachers about their learning
- Providing students with a sense of achievement and encouraging them to take pride in their work

#### **4. Principles of the feedback policy:**

- Students in all subjects, across all key stages and attainment ranges, are given the same opportunities to maximise their learning and achievement;
- Feedback is timely and responds to the needs of individual students so that they can actively engage with the feedback;
- A dialogue, both verbal and written, is created between teacher and student. When marked books/work are returned to students it is essential to allow Reflection Time (R for Reflection) for students to respond to the comments and engage with the feedback;
- Feedback is integral to providing an appropriate level of challenge for all students in lessons, allowing them to make excellent progress;
- Peer and self-feedback is a valuable tool for learning that should occur regularly. Students are encouraged to assess their own work, and that of their peers, against clear success criteria;
- There should be one Key Assessed Piece of work that receives detailed feedback per half term as the agreed minimum;
- To ensure consistency, schemes of learning/progress maps will identify the Key Assessed Pieces of work that will include detailed feedback;
- To maintain high expectations, it is important teachers will regularly check and acknowledge students' books for presentation, understanding and progress;
- There is no expectation that books are marked regularly or maintenance marked (ticked and comments) as evidence suggests this has no impact on students' progress and creates excessive workload for teachers.

#### **5. Assessment methods and Feedback approaches**

##### **5.1 Acknowledge/Sample Assessment**

- This will take place following or during each lesson;
- Teachers check and acknowledge a sample of student's presentation, progress and understanding from the lesson;
- The minimum expectation is to stamp a sample of students' book with the teacher stamper;
- Teachers ensure that all students books are sampled, checked and acknowledged at least twice a half term in core subjects and once in all others (ensuring Pupil Premium and SEND are frequently monitored);

- Although detailed feedback will not be provided, teachers may address misconceptions and basic errors (including literacy and numeracy), refer to presentation issues, and comment on work completed or ask students to do this themselves;
- Teachers may conduct the sample of books at the end of a lesson or complete this while circulating the classroom during the lesson.

## **5.2 Verbal feedback**

- This is the most frequent form of feedback and should take place in vast majority of lessons;
- It has immediacy and relevance as it leads to direct student action;
- Verbal feedback may be directed to an individual or groups of students;
- Students should respond to verbal feedback and make improvements in green pen where appropriate.

## **5.3 Written feedback**

- All students, across all key stages and attainment ranges, receive detailed written feedback at least once per half term as a minimum expectation in all subjects;
- Detailed feedback will clearly identify the strengths and areas for improvement that students will be expected to act upon in green pen;
- Written feedback may not always indicate a level or grade or but will be clear of the success criteria or assessment objectives and make reference to whether students' are 'above', 'working towards' or 'making' expected progress given their Millthorpe Targets (KS4)/Target Bands (KS3);
- Written feedback will refer to previous teacher feedback, highlighting progress made since the last formal assessment and/or directing students to features of the previous assessment that would lead to improvements;
- Time will be planned for students to respond to teacher feedback. This may be time within the lesson or as a structured homework task.

## **5.4 Peer feedback and reflection**

- Peer feedback should take place frequently and should be planned to take place at regular points within the curriculum;
- Effective peer feedback is structured and modelled by the teacher;
- Written peer feedback should be clearly identified in green pen as 'Peer Feedback';
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

## **5.5 Self feedback and reflection**

- Self feedback should take place frequently and as such should feature in a significant number of lessons;

- Students need an explicit and clear structure to identify specific improvements that meet their learning needs;
- Teachers should share success and/or assessment criteria where appropriate and give students the tools necessary to assess their work;
- Students should frequently identify their own targets and areas for improvement. These should be recorded in students' books in green pen.