



## FEEDBACK POLICY

<b>Title of Policy</b>	Feedback Policy
<b>Date of adoption</b>	January 2019
<b>Originator</b>	reviewed by Ali Jackson
<b>Date of review</b>	Next review Summer 2020
<b>Additional information</b>	

This policy was created through a feedback strategy group and is based on current research.

**It is intended to be used as a guide regarding the purpose and consistency of feedback within teaching and learning.**

## **FEEDBACK**

*“To be effective, feedback has to be clear, purposeful, meaningful and compatible with students prior knowledge and to provide logical connections.” (John Hattie)*

- Feedback is essential to empower students, promote learning and has proven impact on progress.
- Feedback can take many forms and is effective when it develops students’ resilience and challenges thinking.
- Where appropriate instructional feedback is the most effective kind of feedback to lead to improvements or an enhancement of student performance.
- Feedback should engage the learner and take many forms such as high level questioning, verbal feedback and peer/ self assessment.

### **Expectations**

*“Feedback causes thinking” (Dylan Wiliam)*

- Students will receive feedback in every lesson as part of the process of teaching and learning.
- Feedback should link to the purpose of the lesson and inform progress.
- Teachers and teaching assistants should respond throughout the session identifying opportunities for feedback, re plan and address misconceptions.
- Feedback can be directed to the whole group, but there is an expectation that priority groups (PP, SEN) will be targeted for individual feedback as often as possible.
- It should be explicitly clear how the students should use the given feedback to sustain progress.
- To secure progress students should be provided with adequate, planned time to respond to feedback.
- Student responses to feedback should inform future planning.

## **ASSESSMENT**

- Formative assessment - A tool teachers use to give feedback and/or guide.
- Summative assessment – An evaluation of a student’s learning at the end of an instructional unit comparing against some standard or benchmark.

### **Expectations**

- Assessments are well planned and purposeful. This should be explicit to teacher and student.
- Formative assessments are ongoing throughout the teaching and learning process and should focus on assessment for (not of) learning.
- At least one summative assessment per term which may become more frequent throughout the course.
- Unless it is a summative assessment the focus should not be on a mark or grade, but the modifications required to improve.

## MARKING

- Marking is providing written feedback on students work.
- *Effective* marking provides interaction between the teacher and student to drive and sustain progress.
- We believe in the three principles that underpin effective marking, ensuring our comments are *meaningful, manageable and motivating*.
- Written responses offer a key way of providing feedback to students and allow teachers to assess understanding.

## Expectations

*"Feedback should be more work for recipient than the donor" (Dylan Wiliam)*

- Written marking is not the only tool to ensure sustained and rapid progress. There are no expectations of the quantity of marking. We are focused on the quality of written response.
- Marking should inform the students of their success and how to improve therefore written comments need to be concise and analytical.
- Marking creates an opportunity to provide students with clear and specific information therefore generic, descriptive comments linked to, or lifted from, assessment criteria should be avoided.
- Written comments should be in green pen for easy identification.
- Self and peer assessment, the use of live marking and formatting for marking should be planned and is encouraged.
- Responses to marking should link to teacher assessment and inform planning.

## LITERACY

- When appropriate, errors in the use of capital letters, full stops and spelling mistakes should be corrected at the first occurrence.