Feedback Policy

Reviewed: November 2021
Next Review: November 2022

St John Fisher
Catholic High School

Policy and Procedures

Feedback Policy

Principles

The Feedback Policy has been developed to benefit student progress and support staff workload and wellbeing. Feedback, alongside Deep Marking, is encouraged to be used frequently to ensure that teachers are responding to the needs of their students and ensure Quality First provision. Feedback must be supportive and encouraging building on student confidence and skills to ensure that all can achieve their best.

Introduction

Feedback including marking is one of the most effective strategies for ensuring student progress. Feedback and marking in line with school policy is a core professional responsibility.

Aims of Feedback
- To ensure students are aware of their progress and the means by which they might improve
- To provide feedback to students that has a positive impact on learning
- To inform the planning of teachers for future lessons and schemes of work
- For the teacher to be flexible and adapt in the lesson to the needs of the students
- To support the need for teachers to provide challenge/differentiation, particularly for HPA/SEN/EAL students

Expectations
- Student progress must be in green pen to show that feedback has been given and students have acted on it
- Progress of all students through effective feedback must be seen in student work and explained through student voice
- Time is set aside to allow each student to respond to the teacher's feedback and complete any actions
- There should be 'deep marking' evident as part of the feedback. This is by use of WWW/EBI, personalised comments.
- Teacher written feedback must be in red pen and **dated**.
- Peer and self-assessment by students is an integral part of the assessment and learning process and **must be clearly labelled.**
- Teaching staff keep an accurate record of progress using this to inform planning and future interventions to meet the needs of individuals and groups
- Homework should be clearly labelled and rewarded for effort each time
- Mark for literacy using the School Literacy Code and expect students to make literacy corrections
- Attend relevant training where development is needed

Criteria for Successful Work Scrutinies
- It is clear that students are responding to feedback and making progress (green pen)
- Progress is clearly evident
- Differentiation is clear through class and homework

Responsibility of each Subject Lead

- It is the responsibility of each Subject Leader to produce a clear outline of:
  - when 'deep marking' will be completed
  - the minimum number of feedback opportunities per unit of study/half term
  - ensuring there is a variation in the types of homework set

Responsibility of each Teacher

- To ensure that appropriate feedback is provided which promotes student progress
- To measure the progress of students at regular appropriate times
- To ensure that both class and homework is appropriate for the student enabling them to make progress/close the gap/develop their learning
- That homework tasks are varied
- To ensure that there is a clear method for tracking progress as the teacher and for the students
- To implement effective intervention strategies to close the gap/extend students
- Merits are awarded using the Red R Stamp and linked to the 5 R's: Reflection, Reasoning, Resilience, Responsibility and Resourcefulness.

LITERACY

What is written in the margin:	What it means:
Sp	Spelling error
P	Punctuation error
// or np	New paragraph needed
C	Capital Letter You need to add a capital letter or change to a lower case letter

FEEDBACK SUGGESTIONS

This is not an exhaustive list, only suggestions:

- Whole class feedback
- Use of 4 highlighters (Green – WWW / Pink – Oops / Blue – Add examples/ Yellow – Add detail)
- Use of Ferris Wheel
- Use of Red/Amber/Green trays/colours for students to self-assess at end of a lesson
- Skim work and group students Red/Amber/Green ahead of next lesson where the starter or lesson closes the gap for Red/Amber and extends Greens
- Live marking
- Live use of PLCs (e.g. Doddle, PiXL Classrooms)
- 1-1 verbal feedback
- From reading the work, set homework to close the gap
- Use your Greens to support/teach

Approved by the Curriculum Committee: n/a

Next Review Date: November 2022   **Staff Member Responsible:** Senior DHT