



Feedback Policy

Date approved: n/a

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Signed by Headteacher: Mrs Kate Pereira

A white rectangular box containing a handwritten signature in black ink that reads "K Pereira".

Reviewed: November 2024
Next Review: November 2025



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, including Deep Marking and formative assessment, is encouraged to be used frequently to ensure that teachers are responding to the needs of their students and ensure outstanding 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 timely 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 be inclusive of all students, particularly for HPA/SEND/EAL students

Expectations

- Student progress must be in green pen to show that feedback has been given and students have responded to 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 or in purple pen**.
- 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
- Feedback must be in a variety of forms
- Formative Assessment is used in every lesson

Criteria for Successful Work Scrutinies

- It is clear that students are responding to feedback and making progress (green pen)
- Progress is clearly evident
- Inclusion of all students is clear through class and homework and their needs are met
- Feedback and marking is in line with the school policy and effective

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
 - providing examples of best practice and opportunities to share best practice

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 and, where appropriate, linked to the 5 R's: Reflection, Reasoning, Resilience, Responsibility and Resourcefulness.
- To provide written feedback in red and date

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 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. PiXL Classrooms)
- I-I verbal feedback
- From reading the work, set homework to close the gap
- Use your Greens to support/teach those who are amber or red

Marking for Literacy

All teachers should be marking for literacy using the symbols in the grid below. Incorrect spelling should be written out three times by the student. A maximum of three incorrect spellings for each marked piece. Marking for literacy should take place when work is deep marked and for all other feedback opportunities.

The effective teaching of literacy is the responsibility of all teachers. Staff should be providing opportunities to include literacy in their lessons and when providing feedback.

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

Keyword Grasp Grids (KGG)

Keyword Grasp Grids will be displayed in form rooms and will be changed weekly in conjunction with the word of the week (WOW). Students should be encouraged to use these words in lesson and given merits when they do. In your own teaching you should use the KGG template to introduce new keywords. This should be done weekly, fortnightly or whenever you introduce a new keyword to your topic. Students can either copy this down from your PowerPoint or you can print it so that they can stick them into their books.

Keyword Grasp Grid	
Definition	Etymology
Synonym	Sentence

Approved by the Curriculum Committee: n/a

Next Review Date: November 2025

Staff Member Responsible: Senior DHT