



FEEDBACK POLICY

Policy Type:	School Policy (not statutory)
Policy Approval & Implementation	Governors' Curriculum & Pupils' Issues Committee
Review Frequency:	Every 3 years
Last Reviewed/Approved:	May 2024
Policy reviewed by:	Mrs C Knight & Mr A Greaves (Senior Assistant Headteachers)
	Sponsor Governor – Mr B McAnenny
Date of Next Scheduled Review:	Summer 2027

Rationale:

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback, reviewed by the EEF, found on average that the provision of high-quality feedback leads to significant progress over the course of a year.

At Cardinal Langley RC High School, our feedback policy aims to promote consistent and high standards of feedback in order to:

- Help students make progress
- Provide strategies for students to improve
- Give students dedicated time to reflect upon their learning and put in effort to make improvements
- Inform our planning and structure the next phase of learning
- Facilitate effective and realistic target setting for student and/or the teacher
- Encourage a dialogue to develop between student and teacher
- Encourage students to have a sense of pride in their presentation of work
- Correct mistakes, with a focus on literacy/vocabulary skills

Principles guiding this policy:

This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs.

- Teachers are to lay the foundations for effective feedback
- Teachers are to deliver appropriately timed feedback that focuses on moving learning forward
- Teachers will plan for how students will receive and use feedback

In order to do this, teachers will carefully consider:

- How to use purposeful verbal feedback
- How to use purposeful and time efficient written feedback, in a timely manner

Formative assessment – Feedback at the point of learning (FAPOL) for all Key Stages:

Formative assessment is a means to consider the improvement in performance that a student is making. Expertly used, it will enable a teacher to assess learning and modify teaching (when required)

– swiftly. Formative assessment supports ongoing, day-to-day learning and planning, and helps to inform teacher decisions for the tracking of students' progress.

At Cardinal Langley RC High School, all students should understand the standards that they are aiming for. There is an expectation that teachers will:

- Share and discuss the learning objectives and success criteria with students in a coherent manner
- Provide feedback at the point of learning (FAPOL) to inform planning, next steps in learning and to identify misconceptions

Feedback at the point of learning (FAPOL) strategies may include:

- Targeting students to 'Live mark' their work with them
- Read – Question – Respond: verbal feedback when circulating class
- The Yellow Box methodology – live focused marking/self and peer assessment targeting corrections
- Red-pen checklist to support self-correction of SPaG
- Meaningful self and peer assessment
- Visualiser strategies targeting key students
- Student-teacher dialogue and questioning
- Re-teaching a concept to a group of students
- Colour highlighting using a success criteria/mark scheme
- Aim for the next level – review of aspirational models and set targets to support progression/redraft to achieve this standard
- Collaborative construction of model answers – I, we, you modelling, for example

Summative assessment – assessment of learning for all Key Stages:

Summative assessments (assessment of learning) are assessments at a particular point in time to support the tracking of students' progress, reporting, evaluation, and target setting. In conjunction with formative assessment, every subject area (in line with their departmental feedback policy) conducts summative assessments of students' work against Key Stage 3 assessment criteria (WT – working towards, WA - working at & WB – working beyond), Key Stage 4 GCSE course grade descriptors and Key Stage 5 course grade descriptors.

There is an expectation that teachers will share the success criteria before each summative assessment. Written feedback will be given in a timely manner, with formal summative assessment feedback (mock examinations and end of unit assessments) being provided within a two-week time frame.

The frequency of written feedback will vary between subjects and key stages and agreed minimums should be clear in the marking policies of each subject area. Written feedback will clearly identify the strengths and strategies for improvement that students will then act upon. Allowing students time to respond to written feedback is essential and it is appropriate for curriculum time to be used for this.

Formative and summative assessment are used to inform interim current grades and this information is made available to parents and carers on three occasions throughout the academic year.

Whole-school marking codes:

Teachers will use the whole-school marking codes to provide clear written feedback around literacy and numeracy in addition to subject specific targets for improvements.

Mark in Margin	Meaning
Sp	Incorrect spelling: teacher will correct in main body of text; student to write correct spelling at end of text
P	Incorrect punctuation: teacher will circle the mistake; student to use correctly next time
V	Incorrect word used: teacher will suggest alternative word in main body of text; student to use next time.
G	Incorrect grammar used: teacher will suggest alternative; student to consider for future use.
//	Structure: teacher identifies where a new paragraph should have started.
W	What went well
T	Target for improvement


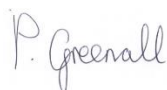
Quality assurance:

Subject Leaders must ensure their departmental feedback policy supports the school policy. Departmental feedback policies should clearly identify the type and frequency of feedback in each subject area.

Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews with students; work scrutiny, learning walks etc.

Subject Leaders will check departmental feedback as part of quality assurance process, line managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.

Policy Approval:

Signature of Headteacher:		Date:	11.06.2024
Signature of Chair/Vice-Chair of the C&P Committee		Date:	11.06.2024