Feedback Policy

Approved by:	LGB	Date:
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Monitoring & Review	LGB	

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Our rationale

High quality subject curriculum provision and delivery is informed by how students learn best. Teachers need to spend a greater amount of time planning their curriculum delivery than marking as this has a greater impact on student learning.

Feedback should be regular, but not onerous, practice. We promote a professional approach to assessment and feedback – teachers should select the best feedback method available to impact positively on student learning and future performance.

Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and errors and the use of peer and / or self-assessment. There are many highly effective forms of assessment for learning and feedback and teachers will utilise a variety of means to assess learning and provide feedback. Feedback has many different forms and evidence bases and these should be considered in their entirety.

Assessment, recording and reporting

Our Assessment, Recording and Reporting Policy focuses on meaningful marking. Subjects agree the tasks they will mark to check students' secure understanding of the intended learning. This makes marking both purposeful and manageable. We remove unnecessary marking and encourage all forms of teacher feedback to be closest to the point of action, preferably during the lesson.

It is important that assessment is effectively linked to planned schemes of work and sequences of lessons so that students are assessed on what we want them to know and understand and how secure their learning is over time.

In the lesson

Use of immediate feedback strategies. These should be common practice and their usage will be evident in students' books due to improved work, student conversations about their lessons and observation of teaching over time. Strategies include:

- **Verbal Feedback –** Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be **common practice in lessons.** There is no requirement to record when verbal feedback is given unless this will support the student in their future learning.

- **Live Marking –** this is a quick, **immediate feedback** methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.
- **Modelling and Exemplars –** focus the 'how to get there' of the end product showing students the process and construction. Students require **frequent modelling and examples** to understand what is expected in the process and construction of their work.
- **Peer and self-assessment** are **effective assessment for learning tools** and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable students to look at and learn from each other's work and the work of older students and experts.

Using professional judgement as to when to mark

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes or all children – it does not.

- Teachers are encouraged to be selective, marking only that which will have a meaningful impact. **Each department will have its own approach relevant to the subject** including identifying agreed tasks in schemes of work which are meaningful to mark.

- There is no requirement to tick every page of a student's book as some work in a student's book may not require acknowledgement. **Marking should be purposeful and selective**.

- **Student Response Time** should be built into lessons – this is time within a lesson to ensure students proofread, edit and enhance the work that is to be marked. This promotes an ethic of excellence and ensures students recognise the importance and value of marking. It also enables students to respond to feedback/guidance provided in class or after marking..

Making feedback – and your time – count

There are times when work should be marked. These are:

- **Corrections** - teachers identify where students are making misconceptions and both reshaping their teaching and providing feedback to address this. Corrections fall into two distinct areas which need the teacher's professional judgement to address them appropriately.
- **Mistakes** - something students can usually do correctly but on this occasion have not done so.
- **Misconceptions -** something the student has not mastered or has misunderstood i.e. an error in understanding. When misconceptions are repeated by several students in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. **Teachers use their professional judgement** to

decide whether a whole class, small group or an individual approach is required to overcome the misconception.

Heads of Department will quality assure marking and feedback in discussions with teams.

Senior Leaders will quality assure marking and feedback in discussions with Heads of Department.