

St Alban's Catholic High School



Feedback Policy

Approved by the Student Committee: 8th November 2021

Review date: November 2023

Contents:

Section 1	Aims
Section 2	Key principles
Section 3	Monitoring
Section 4	Responsibilities

Section 1 Aims of feedback

To ensure:

- Students are aware of their current progress and can take steps to improve
- Opportunities are given for teachers to praise students and so raise their self-esteem
- Students know we have high expectations of them
- Teachers assess students' understanding and so more effectively plan future lessons
- There is a dialogue between a student and their teacher that leads to targeted advice as how they can best make progress
- Is a vehicle for encouraging independent learning
- Challenge/differentiation is applied, particularly for vulnerable students

Section 2 Key Principles

- Students should receive written feedback on a substantial piece of work (this can include SAIL) **at least every 3 weeks/6 lessons for students in key stage 3 and every 2 weeks/5 lessons for key stage 4 & 5**
- The EAT feedback stickers are to be used on these substantial pieces of work as follows:
Key Stage 3 : Effort = comment (Excellent, Good, Coasting, Unacceptable) **Attainment** = a numerical mark/assessment without levels grade (ADSEO) as appropriate. **To improve** = what the student needs to do to improve which they will then respond to
Key Stage 4: Effort = Comment (Excellent, Good, Coasting, Unacceptable) **Attainment** = a numerical mark/GCSE grade as appropriate. **To improve** = what the student needs to do to improve which they will then respond to
Key Stage 5: Effort = Comment (Excellent, Good, Coasting, Unacceptable) **Attainment** = a numerical mark/A-Level grade as appropriate. **To improve** = what the student needs to do to improve which they will then respond to
- Teachers should mark in **red pen**, students should complete responses to feedback and any self-assessment in **green pen**
- Following feedback using the EAT stickers; time should be set aside to allow for students to respond to any feedback and complete any actions. Regular **DIRT** (Dedicated Individual Reflection Time) should be encouraged
- Teachers should acknowledge that a student has responded to feedback and made an improvement
- House points should be awarded for exemplary effort

- Criteria for success (e.g. mark schemes) should be shared with students
- All teachers are teachers of literacy and should apply the literacy code:

Marking for literacy

What is written in the margin:	What it means:
Sp	Spelling error
Pe	Punctuation error (e.g. comma splicing, full stop/comma incorrectly used, missing or wrongly placed capital letters, apostrophes omitted or wrongly placed)
Gr	Grammatical error
//	New paragraph needed
Exp	Poor expression – slang or what is written doesn't make sense
ww	Wrong word - correct spelling but incorrectly used (e.g. two, too, to)

- It is expected that student responses to feedback will include correcting SPaG issues e.g. writing out spellings five times
- It is expected that a minimum of three errors should be corrected per page
- The correction of SPaG may **at times** be differentiated according to the students and/or the task. (For example, for an extended piece of writing, correct and effective use of paragraphs might be the focus, while for a presentation designed to persuade, specific use of adjectives and emotive language would be the most important aspect for the teacher to assess)

Section 3 Monitoring of feedback

- Regular work scrutiny checks will be carried out throughout the year by Heads of Department and the SLT
- Feedback will be observed during planned lesson observations and learning walks

Section 4 Responsibilities

It is the responsibility of students:

- To produce work of their best ability
- To adhere to department presentation expectations
- Read and respond to teachers' feedback
- Undertake self and peer-assessment responsibly

It is the responsibility of all classroom teachers:

- To ensure that class work and SAIL is checked and receives meaningful feedback in line with school expectations
- To keep a record of marks and assessments achieved in accordance with the agreed procedures within the department to inform progress data

It is the responsibility of the subject leader:

- To ensure that all members of staff within their team give feedback to students' work in compliance with the school policy.
- To engage with regular work scrutiny tasks with the SLT
- To monitor feedback as part of lesson observations and drop ins

- To quality assure the accuracy of assessment and the advice being given to student through the use of moderation in subject meeting time and/or any other time they deem is appropriate and useful

Signed by J McCall, Chair of Governors:

Date: