

# St Alban's Catholic High School



## Feedback Policy

Approved by the governors on: 22<sup>nd</sup> May 2023

Review date: May 2026

## SECTION 1: The purpose of feedback

We believe that effective teacher feedback is a crucial contributor to student progress.

Key benefits of feedback:

- Students receive personalised support to move their learning forward
- Students can reflect and act upon targets for improvement
- The relationship between student and teacher develops. The teacher can acknowledge effort, praise, help and motivate through tailored feedback
- Performance and understanding can be assessed and can inform future planning
- High standards of presentation can be maintained
- Purposeful feedback enhances learning and improves attainment.

## SECTION 2: Aim of the feedback policy

- To establish a consistent approach to monitoring students work
- To ensure our students feel valued through checking of their work
- To inform teacher planning.

## SECTION 3: Frequency of feedback

Each student should have **two pieces of work assessed per half term in the majority of subjects**. If the class have more than one teacher, they should have two pieces of work assessed in total, and teachers can split this accordingly.

In subjects teaching **one lesson or less per week, one piece of assessed work** is required each half term.

It is up to departments to decide when and what to assess – but this should be evident in curriculum plans and must be **consistent across the department**.

## SECTION 4: Format of feedback

One piece of assessed work each half term will be in the form of **diagnostic feedback**. This must be tailored to the needs of the student and move their learning forward. Teachers will feedback in red pen (or digital equivalent).

The feedback must include reference to **strengths** and a specific **target** to improve and develop (STA stickers should be used to help identify the assessed piece of work).

The format for the **second assessed piece of work** (where applicable) **is at the discretion of the department**. This could be written, verbal, digital, live-marked, peer or whole-class and must also be evidenced in the students' work.

## SECTION 5: Directed Individual Reflection Time (DIRT)

In response to **all** of their teacher's feedback students must provide a meaningful response (students should do this in green pen) and **Directed Individual Reflection Time (DIRT)** must be set aside for this in lessons.

## **SECTION 6: The Teacher Footprint**

Teacher input should be evident in each exercise book / folder or digital portfolio. Feedback from the assessed piece(s) will form a large part of this and over time will create a written dialogue between teacher and student.

This dialogue can include evidence of live marking and verbal feedback and this can be noted in a student's book by the teacher or summarised in green pen by the student.

## **SECTION 7: Presentation of work**

Each department must have **presentation expectations**, which outline how students should present their work and this should be checked in the Teacher Footprint.

## **SECTION 8: Literacy**

All teachers are responsible for ensuring literacy is explicitly taught in their subject and this should be evident in feedback.

- Spelling
  - Spelling errors should be corrected and highlighted with *sp.* (maximum 5 corrections per piece of writing)
  - Students should have time to write the word correctly 5 times during their DIRT
- Vocabulary
  - Where students could improve their vocabulary, for example with a Tier 3 subject specific word, then this should be highlighted
- Grammar
  - Grammatical errors should be highlighted, for example verb usage or colloquialisms when standard English is required
- Academic writing
  - Feedback should remind students how to correctly structure a written answer.

## **SECTION 9: Student Attainment**

It is not always appropriate for feedback to include an attainment grade. However, each student should be aware of their target grade and the level / grade that they are currently working at in each subject, and importantly what they must do to improve in the subject.

## **SECTION 10: Monitoring of feedback**

Classroom teachers are responsible for assessing pieces of work and ensuring that students have completed their responses following each piece of assessment.

It is the responsibility of the Head of Department to ensure assessments are consistent across their department and to monitor the quality of feedback to students – this may be seen in lesson drop ins and also in our quality assurance pupil book study.

Heads of Faculty and Senior Leaders will carry out learning walks and pupil book studies to further monitor the frequency and quality of feedback to students.