

Feedback Policy



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Aim

To have a common approach to feedback so that it informs teachers' planning and monitoring and it allows students to know how well they are doing and how to improve their work so they can reach their full potential.

Rationale

According to the [EEF Toolkit](#) feedback is ranked as number one in terms of its potential to improve learning outcomes for students, in particular those who come from disadvantaged backgrounds.

The focus of feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills. Dylan Wiliam states that the fundamental principle of effective classroom feedback is that it should be more work for the recipient than the donor.

Expectations of the marking and feedback at CCS to improve pupil learning

While it is acknowledged that feedback will not look the same in every subject, the following points from the [EEF Recommendations](#) represent key expectations and insights:

1. Before providing feedback, teachers should provide high quality teaching, including the effective use of formative assessment strategies to actively engage all learners.
2. Verbal, written, or whole class feedback should focus on moving the learning forward, targeting the specific learning gap that pupils exhibit for the task or subject. Students should have at least one written feedback from their teacher each half term.
3. Academic leads should exemplify the principles of effective feedback for their subject area, modelling assessment tasks and modelling what effective feedback will look like in their academic discipline.
4. Students should act on feedback at the earliest opportunity to improve their understanding. IACT (Improvement And Correction Time) maximises the impact of feedback on student outcomes. This requires staff to build time into lessons to allow students to think, respond, and improve. Self/peer feedback and students' responses/improvements should all be in green pen/font.
5. Responses to feedback should be monitored by the teacher and the academic lead to ensure students are actively engaging with feedback from teachers (particularly SEND/Aim High students).

Examples

WWW: Clear and detailed responses with links to historical context.



Rewrite this paragraph using ambitious vocabulary

Redraft this paragraph, correcting SPAG

WWW: Great use of adjectives!



New time/place=New // Rewrite highlighted section to include paragraphs

WWW: When you defined the variable before using it, I was able to follow your reasoning.



Go back and check work, correcting miscalculations

Further Examples of IACT tasks:

- Correct spellings of key words.
- Redo using.../Improve this by.../Rework formula to include. . .
- Redraft paragraph 2
- See Code 2 & 5

Feedback for Literacy

1. Grammar, punctuation and spelling mistakes should be indicated by the teacher on the work.
2. The choice of how many mistakes to mark is up to the teacher, but a default of 3 seems reasonable.
3. Students then have to correct these highlighted mistakes.

Standard codes are used across all subject areas for spelling, punctuation and grammar.

Sp = in the margin and the word underlined

Gr = grammar error

P = Punctuation needed

// = new paragraph needed

Related Policies and Protocols

-Homework Policy

-Special Education Needs Policy

-Behaviour Policy

-Teaching and Learning Handbook