



## Broughton Hall Catholic High School

# Feedback Policy

### **Principles of the Policy.**

This feedback policy is informed by teacher standards.

It is widely acknowledged that feedback plays an important role in the progress of students. Feedback can be given in a variety of ways which best suit the subject, task and learner at that particular point in time, e.g verbal, peer and self-assessment, detailed, written feedback. All forms of feedback are valued and should be meaningful and motivational. This policy outlines the minimum expectation of marking by teachers and an expectation that pupils act upon feedback provided.

### **Aims**

1. To ensure that feedback has the greatest impact on student progress.
2. To give students accurate feedback on their progress and achievement.
3. To ensure students value and take pride in the presentation of their work.
4. To develop a process that is interactive requiring pupils to interact with feedback and recognise next steps for progress.
5. To standardise marking procedures throughout the school
6. To provide evidence for assessment, recording and reporting.

### **Departmental Policy**

For marking and feedback to be both meaningful and motivational it needs to be matched to the subject, class and individuals, in this way marking and feedback will be effective and efficient in promoting learning. Different students require different approaches in order to best support their progress.

Teachers will provide feedback that is regular and may choose from a variety of feedback methods:

- Use model answers to drive progress
- Proof read
- Code marking sheets
- Self marking
- Specific feedback
- Dot marking
- 'Over the shoulder' real time marking to enable more immediate progress.

In addition to these teachers must diagnostically mark a **minimum of 2 key pieces of work per half term**, one of which may be a formal assessment.

These are fed back in detail so that pupils know how to improve their work in future. The style of feedback is personalised to particular subjects, groups and individual students. All marking is done in red. Teachers must ensure that students act on the feedback either by making changes to the work already produced or showing improvement in future work.

Books will be collected in and monitored so that teachers are aware of pupil understanding and this will inform planning, on these occasions though there may be no marks in books.

This policy recognises that pupils' books are a key indicator of the quality of teaching in our school. Tasks set should be appropriately challenging and should require thinking and depth of understanding on the part of the pupil. Pupil response to feedback should be evident and show improvement. Books should evidence progress made by pupils following their own self-improvement work and over time there should be an incremental build in knowledge, accuracy and skills.

To ensure that the levels of achievement for both internal and external assessments are being reported accurately and consistently, departments must meet regularly to agree their judgements. A portfolio of marked and annotated work is to be kept by all departments to be used as a guide for colleagues and to enable good practice to be shared.


## Presentation.

- Students must be reminded to be prepared for learning with the appropriate equipment.
- Exercise books / folders should not have any graffiti.
- Write in blue or black pen. Draw with a pencil.
- Colouring in to be done in pencil, felt tip pens must not be used.
- Corrections to be done with a green pen.
- Each piece of work should have a title and date underlined using a ruler.
- Label homework clearly so that it is easy to find.

## Codes for written work.

Pres	-	poor presentation
U	-	underline (e.g. title)
Dev	-	develop further
✓	-	good point
✓ ✓	-	excellent point
?	-	I don't understand this
SW/SM	-	show working/show method
RTQ	-	read the question properly
LTD	-	link back to the question
I	-	irrelevant point
Rep	-	repeated point/repetition
Diagram	-	draw diagram

## Literacy:

	-	spelling mistake
P	-	punctuation
C	-	capital letter missing
//	-	new paragraph
^	-	missing word

## Attainment and effort grades

These grades are used when a numerical / exam grade is not appropriate. The effort grade reflects the effort the student has made with that particular piece of work. It is recognised that students respond better to written comments than grades for better progress to be made. The following scale is to be used when awarding effort grades to student work:

Effort Grades
<b>Outstanding (O):</b> the student has spent more than the required amount of time on the task and has produced a high level, accurate piece.
<b>Good (G):</b> the student has concentrated well on the task and spent the required amount of time on the task and has produced a good piece of work.
<b>Satisfactory (S):</b> the student has spent an adequate amount of time on the task and has met the basic requirements.
<b>Requires Improvement (RI):</b> the student could have spent more time on the task to complete it more fully and to a better standard.
<b>Inadequate (I):</b> the student has not spent enough time focused on the task and / or it is incomplete showing no effort.

### **Roles and responsibilities of staff.**

Teachers will implement this policy.

Directors of Subject will:

- ensure that the school marking policy is understood by members of their department.
- ensure that tasks set are challenging and follow the departmental scheme of learning.
- ensure that there is a milestone piece of work clearly identified in the scheme of learning which will be completed and diagnostically marked.
- use book scrutiny and learning walks to assess the quality and frequency of marking.
- use departmental time to promote good practice.
- maintain an up to date portfolio of marked work.

Senior Leaders will support Directors of Subject in their monitoring role.

### **Monitoring and review of this policy.**

This policy has been devised with input from a variety of curriculum subjects and is to be reviewed yearly in line with DfE guidance to ensure it is used to support best practice and enable student progress.