



## Feedback to Pupils Policy

|                       |                        |                              |
|-----------------------|------------------------|------------------------------|
| <b>Applicable to:</b> | ✓                      | Astley Community High School |
|                       | ✓                      | Seaton Sluice Middle School  |
|                       | ✓                      | Whytrig Middle School        |
| <b>Approval body:</b> | Senior Leadership Team |                              |

### Status:

|                                     |                             |
|-------------------------------------|-----------------------------|
| <b>Statutory policy or document</b> | No                          |
| <b>Review frequency</b>             | Governing Body to determine |
| <b>Approval by</b>                  | Governing Body to determine |

### Publication:

|   |     |
|---|-----|
| <b>Statutory requirement to publish on school website</b> | No  |
| <b>Agreed to publish on school website</b>                | Yes |

### Review:

|                  |                        |
|------------------|------------------------|
| <b>Frequency</b> | <b>Next Review Due</b> |
| Annually         | April 2019             |

### Version Control:

| Author                     | Creation Date | Version | Status   |
|----------------------------|---------------|---------|--|
| Executive Headteacher (JB) | 27 April 2018 | 0.1     | Initial draft based on ACHS Feedback to Pupils Policy (March 2015) |
| Changed by                 | Revision Date |         |  |
| Executive Headteacher (JB) | 16 May 2018   | 0.2     | Updated to incorporate SLT comments                                |
| Executive Headteacher (JB) | 22 June 2018  | 0.3     | Updated to incorporate LSG comments                                |
| Business Manager (BW)      | 24 July 2018  | 1.0     | Final approved version for publication                             |

## 1 Overview

1.1 The purpose of feedback in the Seaton Valley Federation is two-fold:

- To provide pupils with an assessment of where they are currently and specifically what they need to do to improve, in order to reach his/her target grade
- To inform the teacher where each pupil is at, to inform the planning of their teaching

1.2 This policy should be read alongside the federation's Presentation, Teaching and Learning, and Assessment Policies.

## 2 Principles

2.1 As a federation, we have agreed the following principles with regard to feedback:

- All pupils are entitled to immediate feedback as a result of teachers' monitoring of learning during lessons. This will most often be quality developmental verbal feedback and may be individual, small group or whole class.
- Formative and summative assessment will be used throughout the year.
- Feedback can be verbal or written and should provide pupils with clear instructions as to what they need to do to improve.
- When detailed written feedback is given it will provide an area for improvement to assist pupils in making progress.
- Teacher feedback will be in red pen and any student response will be in purple pen.
- Staff will award merits and praise for good effort.
- Feedback will be understandable and precise so that pupils can act upon it.
- Feedback should help pupils do a better job next time. The feedback should be more work for the pupil than the teacher.
- It is not expected that every piece of work will be marked by staff.
- We will follow the 4 quarters approach to feedback:
  - For all feedback/marking in a year, approximately 25% will be in detail, 25% skim marked, 25% self-assessed with teacher monitoring, and 25% peer assessment
  - By 'detailed' it is meant that staff will give developmental comments identifying what students need to do to improve a piece of work and then the student will respond to the advice
  - 'Detailed' may be an assignment, exam paper, essay, or whatever the faculty or subject identifies
  - Detailed marking will also include any marking for literacy where appropriate
- Following any assessment the students will fill in an assessment record sheet identifying what they have done, including the grade/score and areas they need to improve. This sheet will be kept in their book or folder.
- Whole class feedback is very powerful and will be used when a class has not grasped a concept.
- When a teacher gives a pupil developmental feedback that requires a response from the pupil then time will be given in lessons for that response to occur.
- The type of developmental feedback will be specific to the school, faculty or subject.
- The quality of feedback to pupils, and the extent to which it leads to improvements in learning, will be monitored through a review of pupils' work, discussions with pupils and lesson observations.

### 3 Marking for Literacy

3.1 Teachers will also support the development of literacy by giving feedback and corrections of literacy errors. This will more than likely occur in the detailed marking/feedback, and teachers should use the symbols identified below to help do this:

|   |   |
|---|---|
|  | Around the first letter means a missing capital, or one that isn't needed   |
| Sp  | Around a word that a pupil should be expected to know - please do no more than five words in a piece of work; the pupil should write the correct spelling out three times |
| //  | Means you need to start a new paragraph   |
| ^   | Means there is a word missing from your sentence  |
| ?   | In the margin means that you need to correct the expression   |
| P   | In the margin means that you need to check your punctuation   |

### 4 Adaptations

4.1 Some faculties, learning areas or subjects may have different needs. Feedback can be adapted to suit faculties, learning areas or subjects and students/pupils, but any adaptations must adhere to the above principles.

4.2 Adaptations to the feedback practice described in this policy are shown below:

| School | Faculty, Learning Area or Subject | Adaptation   |
|--------|-----------------------------------|--|
| WMS    | Whole school                      | Use of green pen for teacher feedback instead of red as it is easier for colour blind pupils to access |
|        |                                   |  |
|        |                                   |  |