

# FEEDBACK POLICY


## September 2024


### Policy Review

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 01.09.24.

It is due for review on 01.09.25 (up to 12 months from the above date).

Signature (CEO) .....  ..... Date .....01.09.24.....

Signature (COO) .....  ..... Date .....01.09.24.....

### Version Control

Version	Date	Changes
V1	04/09/23	Original document
V2	01/09/24	Terminology and layout update

## **1. Introduction**

Feedback is a response to students' work that makes a difference in their future learning. Due to the creative and practical nature of our specialist subjects feedback is predominately verbal and constantly evident in our classroom and workshop. Verbal feedback is often followed by teacher led modelling.

## **2. Aims**

We believe feedback should be constructive to every student, focusing on success and improvements needed to meet future learning objectives, success criteria and personal targets. This is aimed at enabling our students to become reflective, successful learners and to ensure progress is made. It must also inform teachers, parents and other stakeholders about the achievements of students.

## **3. Purpose**

The purpose of our feedback is to provide information and challenge for students and to inform teachers and parents.

For the student we want feedback to:

- Let them know what they have achieved
- Consider points for improvement
- Help build self-esteem and motivate
- Help them understand what targets they need to work on
- Help them assess their own work
- Encourage a response.

For the teachers we want feedback to:

- Inform planning so we can advise individual students on how to progress to the next step
- Help us gain a sense of how the group, or groups within it, are performing
- Inform differentiation
- Provide us with the evidence we need to make judgements about student attainments, particularly with regard to teacher assessment standards related to the National Curriculum.

The best feedback is without doubt the dialogue that takes place between teacher and student while the task is being completed. The main objective of feedback is to help students learn. If student's learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

## **4. Feedback Guidelines**

- Where possible, feedback should be given in the presence of the student.
- Feedback should include continuous verbal feedback and mini plenaries to model and share good examples. Verbal feedback is pivotal within our creative and practical curriculum.

2 · Correcting every mistake can be disheartening, so it is often better to focus on particular aspects of the work at different times. Students will need to be aware what aspects are being made a focus. Every piece of work needs to be acknowledged by a teacher.

- Students need to be trained how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to learning.

- Self-assessment - students should self-mark where possible, identifying their own successes and looking for improvement points. Methods may vary according to the age and ability of the students, but can include the following: traffic lights, smiley faces, using generated success criteria check lists, and students writing their own comments on a post it. The plenary could focus on this process as a way of analysing the learning. This work should still be marked by the teacher and the self-assessment the student has made should be commented upon.

- Peer assessment – this involves students taking responsibility for assessing the work of their peers against set success criteria. When appropriate, and after considerable teacher modelling, students may mark a partner’s work. Initially the focus should be on identifying the strengths using the success criteria. They can provide feedback to their peers, with a related comment on a post-it note, or complete a tick list/table against the success criteria. They could be asked to complete a ‘what went well:’ and ‘even better if...’ slip prepared by the teacher to stick in the book/booklet/worksheet. The peer assessed feedback needs to be acknowledged by the teacher.

- Basic skills – We have adopted a whole provision approach to the marking of literacy. There is a strong relationship between marking for literacy and marking in general as marking the literacy elements of students’ work can complement and support the focus on subject knowledge and understanding. Spelling, punctuation and grammar errors should be commented on but should not distract from the key learning intentions. Mathematical errors in other subjects should also be commented on, where appropriate.

- Next steps – these should be identified regularly and be used to inform future planning. Gap or extension tasks may be set to support the student in making progress. Teachers should plan time for the student to complete these tasks which, for example, may remind the student of a process, scaffold learning or model a process.