

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

FEEDBACK POLICY

“Feedback is to be meaningful, manageable, and motivational”

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**Community, Compassion, Forgiveness,
Friendship, Thanksgiving, Trust**

FEEDBACK POLICY

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

1. Rationale

Providing feedback on students' work is important and helps the student to make improvements and therefore progress. However, that does not mean that all work needs to be 'marked', not all tasks / pages completed in a student's exercise book need to have feedback. Evidence suggests that this kind of marking does not help a student make improvements to their work. Meaningful feedback can take many forms including, written, verbal, summative, peer and self-assessment and all forms are valuable in terms of helping students to improve;

2. Aims of Feedback

- 2.1. To help students make progress;
- 2.2. To provide strategies for students to improve;
- 2.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 2.4. To inform our planning and structure for the next phase of learning;
- 2.5. To facilitate effective and realistic target setting for student and/or the teacher;
- 2.6. To encourage a dialogue to develop between student and teacher;
- 2.7. To encourage students to have a sense of pride in their work;
- 2.8. To encourage students to aim for perfect presentation;
- 2.9. To correct mistakes, with a focus on Literacy skills.

3. Type and frequency of feedback

Written Feedback - marking

3.1 Written feedback, if individualised and specific can have great impact on student progress. It is vital that students know what they have done well so that they can do it again, and what they need to do to improve. We will use **success criteria in order to highlight the pupils' success and areas for development**. Green pen is to be used to write any successes and areas for development. **Please see English example below.**

3.2 Feedback should be timely and respond to the needs of the individual student so they can actively engage with the feedback. An open dialogue, both written and verbal, should be encouraged between teacher and student. In order to facilitate this **Purple pen of progress time will be given** for students to engage with comments and engage with the feedback. **A DIRT feedback session must be built into lessons after the formal assessment or extended piece.**

3.3 The time dedicated to this kind of activity must be carefully planned in to schemes of work on specific pieces of work, and be relative to the allocated curriculum time of each subject. Therefore, as an agreed whole school minimum expectation, **once** per half term for all subjects. **However if you only teach a group once or twice a week, you are to only complete an in-**

depth piece of marking once a full term. Purple pen of progress time must be timetabled for this. Staff should then endeavour to check and acknowledge purple pen corrections to ensure sufficient progress has been made. All subjects must use their own success criteria for each assessment / extended piece. **This is to be printed on pink paper and stuck in to the book next the assessed piece.**

3.4 As well as the in - depth assessment marking outlined above, teachers should complete a **half termly maintenance check**. **A pink highlighter is to be used to highlight any grammatical error, or any misconceptions of ideas or key terms within the subject content.** . Green pen is to be used to write any successes and areas for development. Staff should use DIRT time for pupils to correct any errors whilst the member of staff supports.

4. Verbal feedback – Live marking

4.1 Verbal feedback has an immediate impact on the learner and their ability to improve their work and make progress. Staff make opportunities in lesson to address common misconceptions and students are encouraged to make amendments in purple pen.

4.2 Whilst pupils are carrying out a task, staff should be circling the room to carry out “Live Marking” of the work. This can also be done using the pink highlighter or green pen to give immediate verbal feedback.

5. Self-assessment and peer assessment

5.1 Students should be active in their learning and the improvement of their work. Peer and self-assessment, if closely guided and monitored by the teacher can be as effective as verbal and written feedback. Students need to be well trained over time to effectively peer assess one another.

5.2 For effective peer and self assessment, there must be explicit success / assessment criteria / (e.g. 1-9 descriptors) for each planned assessment which students will be able to refer to both in their preparation for the assessment and to understand how to improve after they receive their feedback.

Stationery	Purpose
Black pen	Student work
Pencil	Student work – diagrams etc
Green pen	Teacher feedback
Pink highlighter	Teacher highlights errors in SPaG or concept
Purple pen	Students complete peer and self-assessment, make corrections and respond to written feedback and may record verbal feedback.