



Feedback Policy

Approved by the Directors: Jan 2025

School Mission Statement

“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Good feedback lies at the heart of good learning

Marking should be ‘meaningful, manageable and motivating’

Aims:

- To establish greater consistency in the way in which students receive feedback enabling them to feel valued and effectively to reflect, improve and progress their learning so that they reach their full potential.
- To offer a cohesive approach to marking which provides students, and teachers, with timely and appropriate performance indicators (relating to levels / grades and progress to targets) using formative and summative assessment.

Rationale

Feedback and assessment is an integral part of teaching and learning. It helps to provide a picture of a student’s progress and achievements and their next steps in learning. Effective feedback leads to better progression. Assessment needs to promote student engagement and ensure appropriate support so that all can achieve their aspirational goals and maximise their potential.

Feedback can be both written and verbal. These two types of feedback are of equal importance and should be equally valued. The aim of feedback is to improve the standard of student work and by combining the targeted use of self, peer and teacher assessment with skilled verbal and written feedback in a continuous and formative process; so students will make better learning gains.

Marking can be:

- Formative – to help the student know what they need to do to improve
- Summative – providing information about a student’s current standard in relation to criteria
- Diagnostic – to inform a teacher’s planning and preparation
- An on-going dialogue – to develop a learning relationship between student and teacher
- Motivational – to emphasise to students that work, especially homework, is valued
- Resilience developing – to encourage students to be resistant to failure and committed to improvement. In practical subjects, it is appropriate for feedback to relate also to students' compliance with the safety rules offered to students, so they are reinforced.
- Feedback should be manageable for teachers' workloads. We recognise the considerable time commitment involved in marking assessments and advise staff to prioritise summative tests required for reporting purposes. It may also be appropriate to focus feedback on one or two areas of a task, rather than marking all students' work to the same extent.

How we give feedback




Marking and feedback can take many forms, including:

Maintenance Marking	Students should feel that the teacher values their work. Written and verbal feedback is equally important in providing encouraging and constructive feedback.
Delayed marking	Teacher written comments address the quality of the work, and give guidance as to how to improve. Students need to be given time to read the comments. After some time (e.g. one week), the teacher talks with students individually to discuss the work, the teacher feedback, and the grade or mark that was given to it.
Mastery marking	Students are expected to continue to re-draft and resubmit their work as many times as necessary to improve.
Responding to marking	Students make an appropriate response below the teacher feedback, including where to find any redrafting.
Self & Peer assessment	Students to mark their own work, and their peers’ work, using student friendly mark-schemes.
Group assessment	Students collaborate on work and projects and receive collective feedback.
Use of colour	Using colour, students highlight on their work where they have shown evidence of different skills according to teaching requirements.
Focused marking	Work is marked against specific criteria. This allows the teacher to provide more focused and detailed feedback.
Progress marking	Students identify levels of improvement by comparing their work to exemplars at the next level or achievement.

Expectations

- **Regular** - Students' work will be marked regularly in accordance with the expectations set out in faculty marking guidance.
- **Improvement** - All students should know what they need to do to improve. There should be evidence of feedback that aids pupil progress.
- **Best practice** - Heads of Faculty should promote the sharing of best practice in marking within their faculties. Teaching teams should develop a collective understanding of what 'effective' marking looks like.
- **Monitoring** - SLT and Heads of Faculties should monitor work regularly to ensure that work is being marked and students know what they need to do to improve. This should include book scrutinies and learning visits.
- **Consistency** – Written work should be marked for accuracy, spelling, punctuation and grammar, using the whole school marking code. (Appendix 1).

St Bede's Marking Key for Written Accuracy

	What it means	 What to do in future
sp	Spelling mistake	Check spelling and write out correctly twice
p	Punctuation mistake	If not sure why, ask
g	Grammar mistake	Try reading it out aloud – what needs to change?
c	Should this be a capital or lower case letter?	Check the rules for when to use lower case and when to use capital letters
//	New paragraph	Start a new paragraph for new point, step, place, time or person speaking (dialogue)
	Wrong word	Check: 1) have you used a word that sounds similar but is spelled differently? (homophone). 2) Does the word mean what you think it means?
vt	Verb tense	Write the verb in the correct tense. Check: which tense should you be in?
?	Unclear	Re-read and try and make it make sense
	Missing word	Add a word in above the sentence

ENGLISH

What is the aim of feedback and marking in your faculty?

- Effective feedback should enable students to make progress by identifying areas for development in their work, where they have succeeded and demonstrated development and progress. Marking enables the department to reflect on the curriculum, its resourcing and ways to improve pedagogy.

What does good feedback look like?

Good feedback is supportive and encouraging. It provides students with information about aspects of their work that conducted effectively and offers targets for further development and improvement enabling the students to make progress.

Good feedback does not always have to be individualized or personalized to be effective. Effective feedback can focus on strengths demonstrated by the whole class or the areas for development that the majority of the class should focus on.

- Good feedback is most often pertinent and relevant to the assessment objectives for the task undertaken.

Faculty commitment

Students are assessed during each unit of work. The assessment will be for one of the core skills: speaking and listening, reading and writing. There will be occasions where they will be assessed for more than one of these skills in a unit.

Classwork and homework will be marked regularly with supportive feedback where appropriate and targets for further improvement. Sometimes students will peer mark another student's work and self-assess their own work.

Students will know they have made progress if they have met the learning objectives of the lesson. They will also be able to tell that they have made progress through the feedback that they receive from their teacher, or through the process of peer and self- assessment.

Students will not be given a threshold level or grade for every piece of work that they complete but the feedback will be focused on helping the student make progress.

- Students will record the progress that they make in their English exercise book and/or their folder.

Whole School Literacy

It is intended for the department to share in the common practice adopted by the school in order to help develop consistency for the students.

EXPRESIVE ARTS

What is the aim of feedback and marking in your faculty?

- To improve learning and feedback.
- To extend the knowledge and understanding of the subject.
- To expand on pupils ability to use subject vocabulary in an appropriate way in a given context.
- To assist in the ability to apply their knowledge to their learning.

What does good feedback look like?

- Targeted to the individual and simple enough for the pupils to be able to apply the target.
- To apply WWW (what went well?) and EBI (even better if) so that pupils can look at the fact that progress is a positive aspect of their learning.
- Asking a question so that pupils can consider their own targets.
- To give pupils time to apply the given target. To allow the pupils to practise the given targets.

Faculty commitment

- Verbal assessment is given every lesson.
- In the Expressive Arts Faculty, we endeavour to assess the student every half term. A written assessment is based on practical and homework-based tasks (based on a body of work). This written assessment is both student and teacher lead, with peer input.
- Students are aware of their overall progress, how much progress has been made, and achievable targets are set.
- Pupils either acknowledge the targets verbally or are asked to write on their tracking sheets.

Whole school literacy

The faculty applies the whole school marking code.

HUMANITIES

What is the aim of feedback and marking in your faculty?

- To improve students' knowledge, understanding, application and skills
- To foster students' growth mindsets

What does good feedback look like?

- Clear, specific, encouraging and concise.
- It indicates what students need to do to improve and/or a high order question to help raise attainment further.
- It may take various forms including focused marking, use of colour and peer/self-assessment based on specified criteria.

Faculty commitment

Frequency of marking across key stages:

- Students receive personal feedback (written or verbal) at least once every fortnight.
- At KS4, underperforming students are likely to receive feedback more frequently, particularly if they are disadvantaged.

Students know what they need to do to improve by referring to:

- The last green check sheet (teacher or peer assessment)
- The last orange (self-review) sheets in books/folders
- Recent purple pen peer assessment notes
- The shaded progress grid and adjacent target grid in front of books at KS3.

Sometimes the target to improve is indicated explicitly by the teacher and sometimes the onus on the student to pick their target from a list provided, based on annotations made by the teacher on/around their work.

Periodically, students are given time in class to reflect on their feedback, ask questions about it and make improvements.

Whole school literacy

We use the literacy code on all written work to help students to reflect on their written accuracy and understand how their SPaG is assessed.

MATHEMATICS

What is the aim of feedback and marking in your faculty?

- for students to know whether an answer or solution is correct
- for students to receive praise and encouragement
- for students to know how to correct errors and learn from these
- diagnostic, helping teachers discover mistakes, misunderstanding and misconceptions
- to inform future planning and teaching
- to enable students to improve
- to acknowledge students' understanding and enable them to identify their areas of strength and weakness

What does good feedback look like?

- happens every lesson, given to students individually and/or to the entire class
- is meaningful, explaining what is done well and how improvements are made
- has immediacy and can be both verbal and written
- model examples
- may demonstrate alternative strategies
- informs teaching and planning
- is efficient, specific, timely and beneficial to all
- may be from teacher to student, student to teacher or student to student
- allows students time to reflect and take action using a different colour pen
- effectively builds self-motivation, self-confidence and self-reliance
- holds students accountable for their work

Faculty commitment

- all students will receive individual verbal and/or written feedback a minimum of once a fortnight if it is the most efficient and effective way to address errors and support understanding
- marking and feedback strategies will be efficient and appropriate to the task set which will in turn enable teachers to focus on informed lesson planning and teaching
- classwork and homework will be marked either by students self-marking, peer-marking using green pens, or by the teacher
- where a number of students share a misconception, this will be addressed in lesson time
- RAG analyses will be completed by students after end of unit assessments and end of year examinations
- careless mistakes will be marked differently to errors resulting from misunderstanding and as such mistakes will not be corrected, whereas a misunderstanding, or misconception, will be addressed with a hint, comment or modelled example either individually or as a class
- at Key Stage 3, thresholds will be given after the end of term 1 assessment and again after the end of year examination, based on departmental threshold criteria which will be recorded on the student's key criteria document
- at Key Stage 4, grades will be given after the end of year examinations for years 9 and 10, and after mocks in year 11

Whole school literacy

The faculty applies the whole school marking code.

MFL

What is the aim of feedback and marking in your faculty?

- To provide students with a framework to build on their current knowledge
- Marking/correcting work is done in a positive way
- Students have advice on how to improve their work

What does good feedback look like?

- Formal assessments have www + EBI plus a level/threshold. All errors are corrected
- Ex books give students opportunities to reflect and respond to teacher feedback
- Peer assessment is in orange pen (to distinguish from teacher feedback).

Faculty commitment

- Students are provided with feedback at least once during the course of a unit of work (approx. every half term) in their exercise books.
- Formal assessments occur at the end of every unit
- Progress sheets have a "How to improve" column that the student fills in after every assessment

Whole school literacy

Whole school assessment code be used when marking translations from French/German into English

PE

What is the aim of feedback and marking in your faculty?

- So the students know what they have achieved and what they need to do to improve

What does good feedback look like?

- Good feedback in PE is usually immediate and verbal. It is given individually and collectively and is quite specific – e.g. (WWW & EBI).
- In KS4 GCSE PE it highlights specific areas and targets

Faculty commitment

KS4 GCSE

- All homework is marked
- Six mark questions marked and feedback given
- End of unit assessments marked and targets set
- Class work – click and tick

Whole school literacy

Some aspects will be used more than others will. It would be used in conjunction with the annotations from our exam paper.

SCIENCE

What is the aim of feedback and marking in your faculty?

- Correcting misconceptions
- Checking understanding
- Give clear idea of what to do to progress

What does good feedback look like?

- Legible
- Specific
- Modeling

Faculty commitment

- We have a graded policy – MTAs – that are consistent and marked in detail.
- We have a department marking code that is consistent with the school policy. Books marked once/half term or once a topic.
- Mark for a reason, with feedback – expect a response to this.

Whole School Literacy

School marking code used alongside the department marking code.

THEOLOGY

What is the aim of feedback and marking in your faculty?

- To help students make better progress in their studies by giving them specific targets
- To diagnose gaps in knowledge or misunderstandings
- To improve their exam technique/written responses
- To assess whether or not students have met their targets
- To dialogue with students to improve their knowledge, understanding, and skills

What does good feedback look like?

- Specific
- Practical
- Reasonable
- Timely
- Understandable

Faculty commitment

- Roughly twice a half-term (not including H/W monitoring)
- Specific targets recorded on the front of their exercise books on a 'progress record sheet'

Whole school literacy

Whenever marking extended pieces of writing

Virtual, Remote or Online Learning

If students are working remotely, such as during an enforced school closure, work can be submitted electronically for feedback from the teacher.

It is most important for the teacher to acknowledge receipt of the students' work. Feedback can be for the whole class, based upon the correction of common misunderstandings and to suggest ways students could move towards further improve. Whilst examples from individual student's work can be shared, they should be anonymised.