



Whole School Feedback Policy
A Framework to Support Progress in Learning

Approved by Governors on 14 May 2019

Review Committee: Standards & Effectiveness

Review: Biannually



Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people
– are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in
achieving their potential – spiritually, academically and personally.

Whole School Feedback Policy A Framework to Support Progress in Learning

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1. Aim

To ensure that all students receive appropriate and useful feedback to allow progress.

2. Objectives

- To enable feedback to be an effective tool for promoting learning for all CtK students.
- To develop an interactive process that confirms when students are on track and then informs them how to improve and make further progress.
- To enable staff to incorporate various methods and techniques when providing feedback to students.
- To enable students to respond to the feedback given to them.

3. Rationale

CtK recognises that staff feedback and students' assessment of their own work are central functions in the learning process and are essential for progress and attainment. The focus of feedback is to ensure students gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to further meet the learning objectives or to improve. It is then essential that the students are prompted and encouraged to improve their learning and the opportunities are facilitated.

Feedback is most effective when the student knows:

- The purpose of the task;
- What they have achieved;
- How to move closer towards the desired outcome of their learning or improve on what has already been achieved.

The implementation of this policy is the responsibility of all teaching staff.

4. Expectations

4.1 Teachers are expected to ensure that:

- Students should receive feedback at regular intervals.
- Written feedback for assessed pieces of work should include positive acknowledgement of what the student has accomplished, an attainment grade/level, an effort grade* and targets/advice on how the student can improve their work.
- Errors in literacy should be marked using the appropriate Literacy Codes.
- Opportunities should be given in class for students to respond to feedback e.g. complete corrections, answer "challenge" question(s), re-draft work, responding to whole class feedback grids.
- Assessed/marked pieces of work should be given back within a reasonable time frame.
- Peer and self-assessment is used appropriately for staff to develop progress and understanding.
- Students should be aware of their termly targets and how they are currently achieving in relation to their target grade/level...

Effort grades are to correspond with the reporting and assessment criteria to provide students with consistency and understanding of the grades received. The codes are as follows:

| Grade | Descriptor | What does this mean? |
|-------|----------------|--|
| A | Excellent | All work has been completed to an excellent standard, the student has worked to the very best of their ability. |
| B | Good | All work has been completed to a good standard, the student has put in extra effort and work produced reflects the student's ability. |
| C | Satisfactory | All work is complete and the student has done what has been asked of them. |
| D | Unsatisfactory | The student has not done what has been asked of them, work is poorly presented and may be incomplete. Work needs to be improved to at least meet a satisfactory level. |
| E | Unacceptable | The work produced is unacceptable and needs to be repeated. |

4.2 Heads of Departments are expected to ensure that:

- All students receive regular feedback;
- The Whole School Feedback Policy is to be effectively implemented within their department;
- All subject areas have a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail;
- A balanced range of feedback strategies are used across your department curriculum;
- Subject marking is planned over an extended period of time so that a clear evaluation of a student's strengths and weaknesses can be given;
- The impact of the Whole School Feedback Policy is monitored by participating in planned departmental work scrutiny to ensure consistency.
- Planned opportunities are created each term to moderate the marking of key assessment activities to ensure consistency;
- Students and staff have easy access to level and grade descriptors that are understood by **all** students [it is good practice for these to be prominently displayed in classrooms and in the front of exercise books or folders] and are regularly referred and adhered to.
- A system of rewards is planned to ensure that students of **all** abilities are motivated to learn and progress.
- The feedback within the department motivates students and strives to have a positive impact on self-esteem.

4.3 The Senior Leadership Team are expected to ensure that:

- The implementation of the Whole School Feedback Policy is monitored through teaching and learning observations, departmental reviews, work scrutiny, CPD and student voice;
- They evaluate the implementation of the policy and provide diagnostic feedback on how formative feedback across the school can be further developed.

5. The review of the Feedback Policy

The school feedback policy will be reviewed at intervals of two years.

6. Marking Policy: "Literacy for Learning"

When marking a piece of work, literacy must be a key focus for both the member of staff and the student inherent with subject specific content. Themes will be consistent across the school and will be nominated by the Literacy Coordinator. Written errors are to be circled and one or more of the following codes written in the margin. It is also good practice for staff to model good verbal literacy.

| | |
|-------|---|
| p | <u>Punctuation</u> error. Check full stops, commas, speech marks etc. |
| sp | <u>Spelling</u> error. Write out the correct spelling at the end of your work. |
| cp | <u>Capital letter</u> . Have you missed one or put one in by mistake? Remember to include proper nouns (names). |
| ap | <u>Apostrophe</u> error – is the apostrophe in the correct place? |
| exp | <u>Expression</u> – reread your work and check that the sentence or paragraph makes sense or could sound better rephrased. |
| tense | The wrong <u>tense</u> has been used – check the rest of your work. |
| Ev? | <u>Evidence</u> - Where is the quote from the text to support what you are saying. |
| Expl? | <u>Explanation</u> – you have not explained how your evidence proves your point. |
| rep | You have <u>repeated</u> a word, phrase or point. Find a different way to express yourself. |
| wd | Incorrect <u>word</u> choice. Can you choose a more appropriate word? |
| H | You have used the wrong <u>homophone</u> . There/their/they're or too/to/two for example. |
| g | <u>Grammatical error</u> . Common errors found: 'would/could/should of' instead of 'would/could/should have'; 'he's' instead of 'his'; 'we was' rather than 'we were'; 'what' instead of 'that'; 'more faster' rather than 'faster'; 'most fastest' instead of 'fastest' and 'I haven't go no money' rather than 'I haven't got any money'. |
| L | A new <u>sentence</u> should start here. |
| // | A new paragraph should start here. |