



Feedback Policy

This policy sets out how we use feedback, including marking & assessment, to drive student progress at The Elmgreen.

Effective feedback can add 8 months to a learner's progress – The Sutton Trust 2014

Feedback is a vital teaching tool. When teachers give **specific, timely** and **targeted** feedback, they are creating the opportunity for students to make progress. Therefore, it is our professional responsibility to provide regular and high-quality feedback to students.

What is Feedback?

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning.

Feedback Frequency

Schemes of Work must identify what is being assessed and marked as a minimum expectation within each subject. Teachers must review student work at least every 2 weeks and this must be evidenced. Within this timeframe, teachers must plan for students to act on the feedback they have received. Students' books over time should demonstrate progress as a direct result of feedback.¹

Monitoring and development of feedback

The monitoring and modelling of feedback will be led by Subject Leaders. Formal Work Scrutiny will check that teachers are meeting this policy and that students are therefore making progress. This formal Work Scrutiny will be led by the Subject Leader in consultation with their ST Line Manager and written feedback must be provided to teachers. Subject Leaders will also monitor and model feedback through Learning Walks, Curriculum Meetings and Lesson Observations.

Assessment

Assessment is an integral part of feedback. Teachers must use a variety of Assessment for Learning strategies in addition to the summative assessment structures detailed in this policy.

Students work must be summatively assessed in all subjects across all Key Stages each term. These assessment points, as detailed above, must be written into Schemes of Work and will measure the progress of students towards their targets (Appendix 2). Teacher must record student attainment and progress via SIMs (Appendix 3). Progress will be reported to students and families via

¹ Where subjects do not have books (for example in Core PE) it is the responsibility of the Subject Leader to lead an approved subject specific policy which meets the expectations of the time frames and evidence required in this policy. All subjects must also be able to demonstrate pupil progress over time as a direct result of teacher feedback.

Progress Reports, which are posted home (Appendix 4). Subject Leaders and Teachers must use centrally produced data analysis as part of planning from their feedback in order ensure progress.

Literacy, Numeracy & Presentation

Spelling, Punctuation and Grammar (SPAG) are essential skills assessed in all subjects. Teachers must be consistent and effective in their marking of quality of written communication and numeracy and must use the standardised school codes for this (Appendix 5). Students must be directed to use the school's "High 5" Mats to develop their literacy and numeracy in all subjects.² All student books must have a copy of the student presentation guide (Appendix 6) glued on the inside front cover and these must be actively promoted by teachers.

² Where subjects have "their own language" (for example MFL or Maths) it is the responsibility of the Subject Leader to implement subject specific "High 5" Mats.