Clacton County High School

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Higher Expectations, Raising Aspirations, Transforming Lives

Feedback Policy

(replaces Marking Policy)

This document was originally approved:	Summer 2023

(Please note that this policy is not set in stone and will be developed and adapted where appropriate as we embark on our first commitment to continuous improvement cycle. Please feedback to your line manager any comments/suggestions):

Rationale:

- To create a policy that enables professional and consistent feedback opportunities for students to support them to make further progress and develop skills through their responses.
- To support the commitment to continuous improvement culture within the school through a policy that ensures timely, granular and receptive feedback opportunities.

Aim:

- At CCHS, we have a culture where students receive timely feedback in an array of formats that informs them on how to improve their knowledge, exploration and communication of ideas in order to make progress.
- As the most effective way of enabling learning, formative assessment feedback is an essential part of a teacher's planning process and is designed to provide students with ongoing opportunities to shape, review and develop their understanding of the topic being studied.
- Teachers will provide formative feedback to students using a variety of learning strategies including; questioning, discussion, 1-2-1 conversation, whole class feedback, live marking, live review and summative (assessment) marking.
- Students will be supported in using feedback received to develop their learning, this includes understanding how to interpret feedback given to them as well as how to provide peer feedback to others in their class.
- Distance feedback through summative assessment marking will be used when appropriate to aid retrieval practice, to check understanding and inform teaching, to identify different starting points/gaps and to allow focus for student reflection on learning.
- Evidence of student use of feedback will be visible in student books through green pen improvements to work made by students in response to feedback received.
- Students should be able to, when asked, fluently explain the feedback they have received and how they have used it to make progress in their learning.
- Departments will determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.

Policy use:
- Departments will plan the curriculum to ensure that feedback opportunities are embedded across topic planning
- Feedback will be an integral part of the teaching process and visible in lesson delivery; it will be precise, learning focused and timely. Booking checking weeks should be used to inform feedback planning.
- Feedback (formative) will be visible through the use of varied methodologies that are appropriate to the subject, topic and class being taught:
    - Question and Answer sessions (misconceptions / exploration)
    - Discussions (exploration / communication)
    - Live marking (walkabout marking)
    - Live review (using a visualiser)
    - 1-2-1 conversation (short, directed at a small intervention within a topic)
    - Whole class feedback (activity / assessment)
    - Peer review (communication)
    - Non verbal cues
    - Distance marking (with live review)

- At certain points during topic delivery, departments may decide to complete a standardised assessment (summative) to help monitor student progress. To maximise the value of these assessments to students, best practice would include;
    - Embedded retrieval activities throughout the scheme for learning regarding topic points
    - Sharing of mark criteria with students prior to assessment
    - Opportunity to peer mark aspects of assessment
    - Teacher provides whole class feedback on key development themes & misconceptions
    - Post assessment opportunity to complete a development question as a result of the teacher's review of learning
    - Teacher data may be recorded in G4S or in markbook

- Assessment marking (summative) should be in line with department expectations usually not more than twice per half term although teachers may choose to complete practice questions as part of the topic as and when required.

Expectations:

- Each classroom will display the feedback banner next to the whiteboard (as well as the trivium leaves) and teachers should refer to it as they are giving each type of feedback
- Each department will determine how feedback will look in connection to their curriculum planning
- Students will be shown how to receive feedback effectively from peers and teachers so that they can communicate what they have learned and what they need to do to improve further
- There is no expectation that verbal feedback will be recorded
- Feedback from the teacher may be individual or through whole class delivery
- Students will be given planned opportunities to show their use of received feedback in their work and will be able to discuss these improvements when asked
- Student will be able to recognise success and improvement as well as areas for development within their learning
- Praise will be given in accordance with the whole school ATL approach to ensure students are aware of achievements

Feedback
Q&A
Discussion
1-2-1
Whole class
Live marking
Live review
Peer
Summative written
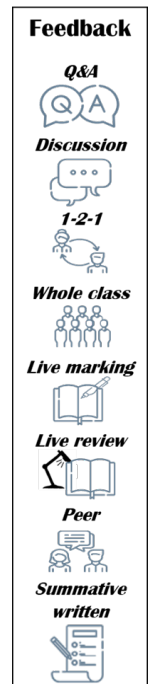
Policy monitoring:
- All teachers are responsible for the effective implementation of this policy within their lesson delivery and planning
- The policy will be monitored through conversations with students and class teachers conducted as part of the whole school approach through our commitment to continuous improvement culture
- Departments will monitor the use of the policy throughout the academic year
- CPD will be available for all staff regarding the effective use of feedback with students and resources
- Student work will be monitored as it will form an important part of the conversations with learners regarding their progress

Policy Stakeholders:

- Students - to ensure that the feedback they receive enables them to make progress
- Staff - to enable them to use their professional judgement in how best to provide feedback in a timely, granular and receptive manner
- Leaders (SLT and MLs) - to ensure that student outcomes and teacher workload are protected
- Parents - to support them in understanding how feedback is provided to their children

This Feedback Policy will be reviewed as and when appropriate during our first commitment to continuous improvement cycle.