

Helsby High School

Whole school Feedback Policy

Feedback can take different forms: peer, self, teacher marking, or verbal. All teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

1. Aims of Feedback

- To help students make progress
- To provide suggestions/guidance for students to improve
- To give students Dedicated Improvement and Reflection Time (DIRT) to make improvements
- To inform our planning and structure the next phase of learning for students and/or the teacher
- To encourage a dialogue to develop between student and teacher
- To encourage students to have a sense of pride in their work and to aim for a high standard of presentation
- To correct mistakes

2. Principles

Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;

A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is essential to allow time for students to read the comments and engage with the feedback;

Self and peer assessment are a valuable tool for learning and should occur regularly.

3. Type and frequency of verbal feedback

This is the most frequent form of feedback and is ongoing in lessons;

It has immediacy and relevance as it leads to direct student action;

Verbal feedback may well be directed to individuals or groups of students; it may take the form of a question, suggestion, direction or clarification;

Where possible a student's response to verbal feedback should be recorded.

4. Type and frequency of written feedback

There are two types of written feedback; detailed and maintenance. **At least one piece of work per half term will be given detailed written feedback; each department will outline their practice in their department feedback policy**

Departments will evidence maintenance marking in a variety of ways as stated in department feedback policies;

Detailed feedback will clearly identify the WWW and EBI that students will then act upon.

5. Type and frequency of self and peer feedback

Effective self and peer feedback is structured and modelled by the teacher;

Written self and peer feedback should be clearly indicated and/or where possible in different coloured pen

Students need to be well trained over time to effectively self and peer assess. This process will be clearly led by the subject teacher;

6. Literacy and numeracy feedback

If the literacy standards of our students are going to improve we must all give appropriate and targeted feedback. Students should be encouraged to self-correct once the error has been highlighted by the departmental marking code;

Spelling, punctuation and grammar are essential in all subjects across the curriculum. We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ration, proportions etc should be monitored accurately across the curriculum;

7. Monitoring and evaluation

Subject leaders must ensure their departmental feedback policy support the school policy. This policy should clearly identify the type and frequency of feedback in subjects;

Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve student voice, lesson visits, work scrutinies etc.