



## Feedback Policy

Signed: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

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Member of staff responsible for the policy:  
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# Ebor Academy Filey Feedback Policy

## What is feedback?

*Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year. Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great 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

- 1.1. To help students make progress;
- 1.2. To provide strategies for students to improve;
- 1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements (DIRT);
- 1.4. To inform our planning and structure the next phase of learning;
- 1.5. To facilitate effective and realistic target setting for student and/or the teacher;
- 1.6. To encourage a dialogue to develop between student and teacher;
- 1.7. To encourage students to have a sense of pride in their presentation of work;
- 1.8. To correct mistakes, with a focus on Literacy/Vocabulary skills.

## 2. Principles

Ebor Academy Filey's feedback policy aims to promote consistent and high standards of feedback. **This policy only sets down the general principles, subjects must then use these to draw up their own specific policies to suit their curriculum needs.**

There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. The general principles are:

- 2.1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- 2.2. 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 (**DIRT: Dedicated Improvement and Reflection Time**) for students to read the comments and engage with the feedback;
- 2.3. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- 2.4. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- 2.5. Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.
- 2.6. There should be three pieces of detailed feedback per term.

2.7. Eliminating unnecessary or impact-less workload will be at the forefront of any decisions related to marking and feedback.

### **3. Type and frequency of verbal feedback**

- 3.1. This is the most frequent form of feedback;
- 3.2. It has immediacy and relevance as it leads to direct student action;
- 3.3. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

### **4. Type and frequency of written feedback**

There are two types of written feedback: detailed and maintenance;

- 4.1. The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking policies of each subject area (see appendices for further information);
- 4.2. Some subjects that are more practical may well not have detailed written feedback;
- 4.3. Detailed feedback will clearly identify the **strengths** and strategies **for improvement** that students will then act upon (this may be in the form of '*Stars and wishes*'; 'WWW or EBI' etc.);
- 4.4. Maintenance marking may identify specific issues such as key words, literacy/vocabulary and presentation issues; students should act upon these.

### **5. Type and frequency of peer feedback**

- 5.1. If structured well, this is shown by research to be one of the most effective modes of feedback. Effective peer feedback must be rigorously structured and modelled by the teacher;
- 5.2. Written peer feedback should be clearly titled and underlined as '**Peer Feedback**';
- 5.3. Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

### **6. Type and frequency of self-feedback**

- 6.1. Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;
- 6.2. Teachers should share success and/or assessment criteria where appropriate.

### **7. Type and frequency of group feedback**

- 7.1. Group feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess their work.
- 7.2. Group feedback, can significantly reduce teacher workload and if used well and appropriately be used as Dedicated Reflection and Improvement Time.

## 8. Literacy and numeracy feedback

8.1. If the literacy standards of our students are going to improve we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback;

8.2. Work should be marked for literacy using the following symbols:

**Sp** incorrect letters circled in the word = incorrect spelling

// in the student's work, means start a new paragraph

∧ missing words

? unclear meaning

**P** faulty punctuation

**C** capital letters;

8.3 We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

## 9. Monitoring and Evaluation

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

9.2. Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc.

9.3. Subject Leaders will check departmental feedback as part of quality assurance process, this will be outlined on Subject Leader QA plans. Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process