



SHENFIELD HIGH SCHOOL

FEEDBACK POLICY

Approved by: Governing Board

Date: 4-7-24

Last reviewed on: July 2024

Next review due by: July 2027

1. Rationale

The purpose of this policy is to enable professional and consistent feedback opportunities for students to support them in moving their learning forward and contribute to stronger outcomes.

This policy supports the commitment to continuous improvement within the school and the development of positive attitudes to learning and achievement among our students.

2. Feedback at Shenfield High School

We subscribe to the view that feedback should be:

- **Meaningful**
- **Manageable**
- **Motivational**
- **Acknowledged**

2.1. Meaningful Feedback

Feedback forms part of the Shenfield High School's wider approach to assessment which aims to provide an appropriate level of challenge to students in lessons, allowing them to make substantive progress.

Effective feedback requires a response from the student, and this should empower them to take responsibility for improving their work. Shenfield High School recognises that verbal feedback can be just as valid as written feedback, and alongside this it is the quality, not quantity of feedback that is important.

Teachers will provide formative feedback to students using a variety of strategies including (though not confined to);

- Question and Answer opportunities (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

- Assessment data to be reported to students and parents via Edulink

The teacher must be able to establish that feedback is understood, and that the student can action the advice and guidance provided.

Marking will occur in line with subject curriculum requirements and course-related assessment criteria and mark schemes. Teacher marking and feedback will be provided using purple pen.

2.2. Manageable Feedback

The purpose of the policy is to ensure that Shenfield High School takes meaningful steps in order that marking-related workload burdens are manageable for staff. Departments will determine the most effective methods to provide feedback to their students, thus protecting workload and ensuring the policy is applied consistently. To this end these are the expectations to aid the manageability of feedback.

2.2.1 Expectations:

- Each classroom will display the feedback banner next to the whiteboard 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.
- 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.
- Students 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 and/or C points approach to ensure students are aware of achievements.

2.3. Motivational Feedback and Acknowledgement

2.3.1. Feedback

Motivation is at its highest when students feel their efforts are recognised. Students receive acknowledgement for their efforts through teacher feedback, both verbal and written depending upon the task set. Teachers are not expected to provide written feedback on every piece of work but in those instances where the task does not warrant written feedback there will still be verbal feedback. It should be made clear to students both what the purpose of a work task is and the nature of the feedback they will receive.

Feedback is most effective when it has a clear purpose;

- Addresses misconceptions

- Provides further clarification
- Increases effort
- Raises aspirations and develops positive attitudes towards learning and achievement • Builds student confidence

2.3.2. 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 monitoring cycles.
- Departments will monitor the use of the policy throughout the academic year.
- Student work will be monitored as it will form an important part of the conversations with learners regarding their progress.