Policy: Feedback

The fundamental aim of this policy is to ensure that every member of the community achieves their full potential, and to assist parents in their God-given role as educators. This policy outlines what is meant by effective feedback and the various responsibilities around this.

The responsibility for assessment and feedback lies with all members of staff in order to support the Catholic ethos in recognizing the unique dignity of each individual pupil and their needs. Pupils and parents also have a responsibility in ensuring that feedback is acted upon. Furthermore at St Edmund Campion School we recognise that feedback is an essential aspect to raise the attainment of all students (Hattie in Ainsworth & Viegut 2006) and believe that all students have a right to receive regular feedback.

Stakeholders should be aware that this document forms the basis for the whole school approach to feedback. However there are individual subject feedback policies to supplement this.

Policy Sections

A. Highly Effective Feedback
B. Bi-Annual Examination
C. Specific Roles and Responsibilities for Policy Implementation

A. Highly effective feedback

Teachers are expected to provide feedback to all pupils. This feedback is used to inform the student and teacher what a pupil can and cannot do and what they should do to improve their learning. Effective feedback takes different forms and subject leaders define what this looks like within each subject area.

Evidence based research into feedback highlights the following techniques as being effective and as such should be incorporated into our practice

i) Whole class feedback and live modelling following deliberate practice opportunities
ii) Further live modelling of answers following a quiz or do now task
iii) Redrafting of targeted and highlighted work following tailored feedback (Dedicated Improvement and Reflection Time)
iv) Inspecting a selection of class books, identifying general common misconceptions and modelling corrections to these to the class.
v) Ongoing diagnostic feedback such as:
   • Instant whole class feedback using mini-whiteboards
   • Retrieval practice exercises
   • Multiple choice exercises that highlight misconceptions
   • Peer and self checking using exemplar materials of correct solutions and excellent practice
vi) Ongoing questioning and dialogue techniques

Excellent feedback is an essential tool for student improvement and progress. This will be evidenced by exercise books that clearly show students taking pride in their work and having opportunities for much guided and independent practice and application. Work in exercise books is marked in green pen by pupils and corrections actioned.
Teachers are expected to regularly monitor the quality of exercise books of the classes they teach and intervene with students who are failing to meet the high standards that are expected of them.

B. Bi-annual Examinations

Every pupil will be set a whole school examination twice per year. (Those year groups sitting examinations may experience a slightly higher frequency than this)

These examinations are marked by the class teacher. At St Edmund Campion we will use these examinations to provide individual and whole class feedback.

Data is collected from these examinations and used for reporting, monitoring and intervention processes for parents, pupils, staff and governors.

C. Specific Roles and Responsibilities for Policy Implementation

1. Subject Leaders and Other Subject TLR Holders

Subject leaders will review this policy and adapt it to their individual subject. Subject leaders are expected to hold their team to account for the quality of the exercise books, and the implementation of the policy. Subject leaders should adopt a programme of regular monitoring of pupil work.

2. Teaching Staff

Regular whole staff training will be provided on ways to provide excellent feedback to students that are effective and efficient for staff to use. Teachers are expected to engage with Continued Professional Development and keep up to date with evidence based research around teaching, learning and feedback methods in their subject areas. Subject leaders are expected to monitor this through book looks and faculty training.

3. Parents

Parents are expected to engage with their child’s learning and discuss feedback with them. It is vital that all parents support the school in implementing school policy especially those areas such as homework. Parents should understand that pupils will be appropriately sanctioned should their work fall below the required high standards.

4. Pupils

Pupils and students are expected to complete all work set and respond positively to all feedback, acting on it as directed by teachers. This will include completing work outside of the classroom and a study zone in the School Hall is available every evening to allow students to complete their work in a quiet space, with internet access.

5. Leadership Team

As part of the ongoing school monitoring and evaluation the leadership team will regularly quality assure pupil books independent of and alongside subject leaders.

Approval by Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Signed: ____________________________________________ Chair of Governing Body

Date Approved: 

Date for Review: 

St Edmund Campion Feedback Policy September 2019