



CORE
EDUCATION
TRUST

Feedback Policy

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Our rationale

High quality subject curriculum provision and delivery is informed by how students learn best. Teachers need to spend a greater amount of time planning their curriculum delivery than marking as this has a greater impact on student learning.

Feedback should be regular, but not onerous, practice. We promote a professional approach to assessment and feedback – teachers should use feedback most suitable to the subject/work students are engaging in, providing feedback within one school week (for detailed feedback) to impact positively on student learning and future performance.

Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and errors and the use of peer and / or self-assessment. There are many highly effective forms of assessment for learning and feedback and teachers will utilise a variety of means to assess learning and provide feedback. Feedback has many different forms and evidence bases and these should be considered in their entirety.

Assessment, recording and reporting

Our Assessment, Recording and Reporting Policy focuses on meaningful marking. Subjects have designed assessment to match the curriculum sequence, knowledge and skills within the subject. These tasks are referred to as ‘Yellow Sheet Tasks’, which provide a low-stakes check of knowledge, skills

and understanding and an opportunity for students to address misconceptions in a psychologically-safe way before any summative assessments. Yellow sheet tasks should be completed (as a minimum), every five weeks or twelve lessons (whichever comes first) . Following Yellow Sheet Tasks, teachers are expected to provide feedback/instruction as to how students can improve their work. This may take the form of remodelling, reviewing the assessment and an opportunity for students to address areas of development to support the closing of gaps in students' knowledge and skills – each subject has a standardised method of doing this e.g. feedback pages/feedback slides. This makes marking both purposeful and manageable. We remove unnecessary marking and encourage all forms of teacher feedback to be closest to the point of action, preferably during the lesson.

It is important that assessment is effectively linked to planned schemes of work and sequences of lessons so that students are assessed on what we want them to know and understand and how secure their learning is over time.

In the lesson

Use of immediate feedback strategies. These should be common practice and their usage will be evident in students' books due to improved work, student conversations about their lessons and observation of teaching over time.

Strategies include:

- Verbal Feedback – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be common practice in lessons. There is no requirement to record when verbal feedback is given unless this will support the student in their future learning.
- Live Marking – this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.

- Modelling and Exemplars – focus the ‘how to get there’ of the end product showing students the process and construction. Students require frequent modelling and examples to understand what is expected in the process and construction of their work.
- Peer and self-assessment are effective assessment for learning tools and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable students to look at and learn from each other’s work and the work of older students and experts.

Using professional judgement as to when to mark

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes or all children – it does not.

- Teachers, while using the immediate feedback strategies, will have pre-planned assessments (Yellow Sheet Tasks) that follow the curriculum model for their subjects and will also match the tasks/skills that pertain to excellence within their subject (e.g. Essay writing, exam-style questions, practical assessment etc. These are completed). every five weeks/twelve lessons (whichever comes first). These are marked in Green Pen (student corrections are completed in Red Pen) within one school week from the completion of the task. This then informs future planning to ensure that misconceptions continue to be addressed and excellent knowledge/skills reinforced around students’ areas of development. Yellow Sheet Tasks, as with all assessment, provide an opportunity for excellence to be recognised and celebrated through the rewards system on Classcharts, as well as shared as a model during Student Response Time.
- There is no requirement to tick every page of a student’s book as some work in a student’s book may not require acknowledgement. Marking should be purposeful and selective.
- Student Response Time should be built into lessons – this is time within a lesson to ensure students proofread, edit and enhance the work that is to

be marked. This promotes an ethic of excellence and ensures students recognise the importance and value of marking. It also enables students to respond to feedback/guidance provided in class or after marking.

Making feedback – and your time – count

There are times when work should be marked. These are:

- Corrections - teachers identify where students are making misconceptions and both reshaping their teaching and providing feedback to address this. Corrections fall into two distinct areas which need the teacher's professional judgement to address them appropriately.
- Mistakes - something students can usually do correctly but on this occasion have not done so.
- Misconceptions - something the student has not mastered or has misunderstood i.e. an error in understanding. When misconceptions are repeated by several students in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. Teachers use their professional judgement to decide whether a whole class, small group or an individual approach is required to overcome the misconception.

Within Department Time, Heads of Department will discuss/identify common strengths/areas of development across cohorts within their subject areas to enable co-planning to address these areas, thereby reducing workload on individual teachers and allowing the sharing of excellent practice within departments, facilitating the continued modelling of excellence between practitioners.

Senior Leaders will Quality Assure assessment findings and data as part of Line Management and the Departmental Review progress as a measure of the impact of the curriculum model and delivery. Senior Leaders will also collaborate with Curriculum Leaders to consider and help them plan how to close knowledge/skills gaps and analyse the impact of these activities on student performance and achievement.

