



Caedmon College Whitby Feedback Policy

College Governance Status

This policy was issued in January 2019. It will be reviewed every three years.

Review dates	By Whom	Approval date
January 2019	Staff and Governors	

Signed by the Chair:

Our Feedback policy is written with the EEF guidance report "[Teacher feedback to improve pupil learning](#)"

Feedback "Information given by a teacher to student(s) about their performance that aims to improve their learning"

- Delivery of feedback can be verbal or written, the content of the feedback is more important than the delivery
- Good initial instruction will reduce the work that feedback needs to do.
- Feedback should move the learning forward

Feedback will involve metacognitive and self-regulatory approaches. Students require clear and actionable feedback to employ metacognitive strategies as they learn, as this informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.

Possible Strategies for Written Feedback

- Teachers may use whole class marking sheets to give numerical targets. Numerical targets must be shared with students during feedback lessons.
- Allow time to draft and re-draft work before making their 'best' final attempt
- Detective activities: for example 'two paragraphs would be better if reversed', dots in margin where there are errors and feedback is made into detective work. This relies on careful planning.
- Correcting errors and editing work: A checklist of common errors, with appropriate modelling of use by the teacher will help steer this approach.
- Live marking- during the lesson to the whole class, with a time opportunity to use feedback immediately
- Coded marking
- 'Thinking like a teacher' - provide time to edit, improve before handing in the final version
- Written comments should be useful to students' learning and clearly actionable.

Possible Strategies for Verbal Feedback

- Verbal feedback should be common practice in lessons. Identify areas for learner progression, including stretch and challenge.
- Use exemplar work (from the board and past students) and the mark schemes from the exam board to better understand how their work is marked and the standards set by the exam board.
- Share anonymised students work and discuss strengths and weaknesses
- Model work, to show what excellence looks like
- Use non-examples, let students know 'what not to write'
- Effective questioning: ask all students for responses, use 'no hands up' style strategies, provide wait time and listen carefully and respond to pupil responses
- Use all student response systems: whiteboards, true or false cards, hinge questions, multiple choice questions, exit passes
- Target verbal feedback at the learning intentions: share the success criteria for the task so that you can refer to it
- Action points: Encourage students to write down action points resulting from a conversation, that act as a checklist
- Use a visualiser
- Video or audio recording: enables students to replay and supports their retention of it

Assessments

- Formative assessment strategies are required to inform learning intentions and assess learning gaps

- When students complete formal assessments, teachers will plan opportunities for feedback/modelling answers/target-setting and editing/improvements through relevant post-assessment tasks. Green pen editing/improving is essential.

House Style

- Students will respond to written feedback in green pen.
- Digital work completed on Google Classroom will be given digital feedback via document sharing