

Bishop Rawstorne Church of England Academy



Written Feedback Policy

I have come in order that you might have life—life in all its fullness.

John 10:10

Aspire Believe Achieve

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date: September 2018

Next review date: November 2019

Reviewed by: Mr Rawlinson

Approved by Deputy Headteacher—November 2018



THE CHRISTIAN COMMUNITY

Bishop Rawstorne is a diverse, welcoming, Christian learning community committed to nurturing respectful and responsible citizens, empowering ALL learners to flourish.

FEEDBACK POLICY

Vision

- To have a consistent, effective approach to feedback that supports students to make progress.
- To encourage resilience and independent enquiry.
- To ensure students are challenged and provide them with the opportunity to advance their learning.
- To foster a dialogue between students and teachers that shows individuals how to take action to improve progress but also celebrates achievement and values effort.

Types of feedback

Feedback provided by teachers/ students could take any of the following forms:

- Immediate feedback - during class and can be verbal or written.
- Summary feedback – takes place at the end of a lesson or activity and can be whole class, group, self or peer assessment, against an agreed success criteria.
- Review feedback – takes place away from the point of teaching, generally written but may also be verbal.

Verbal

- Ensure all students have the opportunity to make progress from verbal feedback.
- Verbal feedback should be regular, interactive and direct, targeted at individuals or groups, or indirect where verbal feedback is provided to an individual/ group of students and other students are able to make progress as a result.

Written

- Written feedback can be formative, ideally for homework or classwork tasks and summative for end of module/ termly assessments across all subjects.
- Written feedback must be timely and should support students to improve their work/ make progress over the year.

- There is no expectation for teachers to feedback on redrafted/ corrected work, as when students are provided with appropriate actions, opportunities to ask questions, modelling and scaffolding, this should not be necessary.
- Peer and self-assessment are both valid forms of feedback but only when they are used against a clear success criteria that students understand.

Marking Procedure

Formative feedback will be provided using the following codes:

A = Action – identify clear steps for improving/ correcting/ redrafting work that students can act upon

R = Response – students complete the actions set using their green pen

Scores and marks should only be used for assessments. Some work may be more appropriately marked by awarding a score (e.g. 16/20) or GCSE grade (or number) in line with external mark schemes.

All teachers must mark for literacy, by circling the error and writing the following codes in the margin:

PR = poor presentation

S = spelling error

C = capital letter error

P = general punctuation error

// = new paragraph needed