Castle Manor Academy
FEEDBACK POLICY

Date Approved	December 2021
Signed	_[signature]_ (Chair of Local Governing Body)
Name	Justine Dawkins
Minuted	December 2021
Date of Next Review	December 2022

Professional **R**esilient **O**ptimistic **U**nderstanding

Driven

1. Rationale

The Teacher's Standards state that teachers should *'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'* This policy outlines the definitions, purpose and practice of Feedback at Castle Manor Academy. Done properly, feedback is the most powerful intervention in which a teacher can engage. This policy seeks to be realistic about the work-life balance of a teacher whilst not compromising the core task of improving outcomes for students. Feedback is our agreed approach to offering students specific guidance which they act on in order to improve and make progress. Whilst *"Ofsted does not expect to see any specific frequency, type or volume of marking and feedback…"* - they will look for all learner groups to be making progress over time – the ideal would be to exceed national expectations. This can only be achieved by staff utilising a range of feedback strategies with all students and ensuring that all students respond to this feedback. Feedback ought to have a visible impact on learning.

2. Principles

Formative Assessment lies at the heart of the process of promoting student's learning. It provides a framework within which objectives may be set through: effective planning, tailoring, continuous monitoring of student's progress, target setting and reliable and accurate judgements about student's attainment. Feedback is defined as the flow of information between teacher and student which informs teaching and learning.

The student is central to this process and must be encouraged to participate in regular learning conversations with their teachers.

The main purpose of feedback is to reduce discrepancies between current understanding and performance, and a goal.

Giving young people feedback about their work is a crucially important aspect of the learning process. It is in this way that we are able to:

- inform teacher's planning to ensure quality teaching, interventions and differentiation;
- raise standards;
- assess students on a day to day basis;
- help to clarify what good performance is;
- check that the students have understood what has been taught;
- show students that their work is valued;
- provide opportunities to close the gap between current and desired performance by showing students *how* to improve and helping them to understand the next steps in their learning;
- encourage a dialogue about learning between the teacher and the student;
- facilitate the development of self-assessment (reflection) in learning;
- show progress over time;
- promote a positive self-image and growth mind-set for learners;
- tailor the learning experience for the student and prepare them to perform to potential in summative tests;
- provide evidence for reporting.

Professional **R**esilient **O**ptimistic **U**nderstanding

Driven

The purpose of feedback is not just to comment on progress to date, but to fix the errors and omissions in students' knowledge and understanding and to help students identify exactly what a good piece of work looks like.

3. Staff Responsibilities

Teacher is responsible for…	• • the quality and timing of the feedback supporting the student • to secure understanding ensuring that students respond to feedback in order to continue to progress
	• keeping a record of the feedback they give for each class in a log
	• ensure all learners can access the feedback that is given through clear and tailored methods of communication
	• reflecting on and monitoring the feedback to ensure that a range of strategies are being utilised and the feedback is having an impact on student progress.
Team Leader is responsible for…	• modelling the expected use of feedback ensuring that • feedback is a regular agenda item at Team meetings
	• developing a framework for departmental feedback systems that is appropriate to the curriculum
	• ensuring that staff use a range of effective feedback strategies
	• ensuring that staff and students have access to subject specific exemplar marking and feedback materials for reference
	• the Quality Assurance of feedback within their Team through Lesson Observation, Work Scrutiny and moderation.
	• ensuring teaching and support staff receive support in tailoring their feedback to those with SEND;
Leadership Team is responsible for…	• the Quality Assurance of TL standardisation reviewing the • process of monitoring, feedback and assessment

4. Students' Responsibilities

- Engage with the feedback given by teachers in verbal and written form by listening, reading carefully and asking for further explanation if they still do not understand
- respond to the teacher's feedback, including completing any follow-up, such as Fix-It tasks
- discuss any problems with staff or parents to understand causes and find a solution;
- consistently work hard, striving to overcome difficulties and to show a genuine pride in their work.

5. Parents' Responsibilities

- show interest in their child's work by looking at exercise books and folders and talking with their child about their learning;
- help their son/daughter to look at the feedback and respond to it;

- note any recurrent problems and let teachers know of them;
- praise their child for effort as well as grades

6. Governors' Responsibilities
The feedback policy plays an important part in ensuring improvements in student progress in all areas of the curriculum. Governors will be concerned with the impact of the Feedback Policy. They should therefore:

- read and question feedback policy updates
- consider subject team feedback procedures as part of link governor visits as per protocol.

1. Quality Feedback – How do we do this?

At Castle Manor, feedback can come in many forms. To secure consistency, quality feedback at Castle Manor Academy should:

- be varied and not over reliant on one form of feedback
- be timely
- relate to the knowledge/skills that are the focus of the learning
- be specific in identifying where and how improvement can take place
- allow time for improvement
- allow students to make progress
- be positive, motivating and constructive
- be accessible and inclusive
- be meaningful, manageable and motivating
- be communicated clearly and is accessible to all learner groups
- key assessment pieces of work should include personalised feedback, for example snap shot assessments, end of year exams.
- Good feedback should be appropriately matched to the learning activity.

Some strategies are:

Activity	Type of Feedback that could be used
Snap shot assessments, end of unit tests and exams	Whole class feedback that leads to modelling of worked examples and scaffolding of answers Drafting and re-drafting of work Specific personalised feedback and 'fix it' tasks Praising of excellent work and showing exemplars
Excellent writing	Critique and feedback with specific personalised advice using WWW/EBI Structured peer assessment Drafting and re-drafting of work Showing high level exemplars
Group work or paired work	Teacher questioning- what…? How could you…? Why….? Live marking

True/False questions or other 'Do Now activity'	Teacher questioning to extend understanding. Self assessment Use of mini whiteboards or traffic light cards as a quick check of understanding
Knowledge organiser tests	Peer or self marking Teacher questioning
Individual written tasks, deliberate practise questions	Live marking. Peer or self assessment Modelling of worked examples Class book checks that leads to 'fix it' time from common misunderstandings
Animations, videos	Teacher questioning to check understanding- 'why do you think…? What if…?' Live marking of questions from animations and videos
Group, paired or individual performances	Teacher questioning and modelling Live feedback Videoing of performance with personalised feedback given in the form of WWW and EBI Showing high level exemplars

2. Equal Opportunities

We will ensure that all children have the opportunity to progress regardless of gender, race, First language, physical or intellectual ability. Expectations are high and we will support but never limit students' achievements. (Principles of the Equality Act 2010)

SEND Code of Practice January 2015:

6.12: The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious...Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

6.36: Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;

6.52: The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

3. Monitoring and Evaluation

This policy will be reviewed annually by Governors.

Professional   Resilient   Optimistic   Understanding

Driven

Professional   Resilient   Optimistic   Understanding

Driven