

Slough and Eton Church of England Business and Enterprise College



A Member of Slough and East Berkshire C of E
Multi Academy Trust

Feedback Policy

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Date Ratified:	November 2021
Date Policy to be reviewed:	Autumn 2022

S&E Feedback Policy

As teachers we set students work so that they think about and further develop their knowledge and skills. Without feedback, practice becomes little more than task completion. We give students feedback to guide them on the right path, and we receive feedback from students to modify our future practice. Our focus is on feedback rather than marking. Marking is the quantitative exercise of grading, whereas feedback is the personalised process of identifying areas for improvement and how to do so. Each teacher uses their professional judgement to ensure their feedback is often enough.

To be effective, feedback must be three things:

Meaningful – it advances student progress and outcomes;

Manageable – it is proportionate and considers the frequency and complexity of both work produced and the feedback given;

Motivating – whilst being kind, specific and helpful, it should also motivate students to progress.

S&E Feedback Essentials

1. Feedback offers clear guidance on exactly what students need to do to improve, time is allowed to facilitate this;
2. Feedback recognises effort levels and encourages students. It shows students what they are doing well;
3. The use of accessible diagnostic feedback will enable students to make progress (this may include use of Personalised Learning Checklists (PLCs), code marking, access to mark schemes, setting questions to address weaknesses, Yellow Box Marking and Live Marking for example);
4. Feedback should be regular, this can be written, verbal or critiquing the work of peers.

Extra Guidance

- Strategies such as What Went Well (WWW) and Even Better If (EBI) can be used to structure feedback;
- Effort is graded on an ABCD scale (as with reporting to parents);
- Teachers give written feedback in green pen, students respond in purple;
- Practical subjects rely more heavily on verbal feedback, this takes into account the weekly contact time with students;
- A mark book (digital or paper – kept securely) shows tracking of performance;
- Feedback Codes must be used to focus on SPAG, when students are required to respond it is in purple;
- Feedback must be in language students understand, this is a good opportunity to model good English;
- If feedback is written it must be legible;
- Success criteria should be available to students before attempting a task. Model answers are referred to in feedback.

Feedback should improve learning

Feedback Code

Code	Meaning
Sp.	Incorrect spelling
<u>C</u>	Capital letter incorrectly used
<u>P</u>	Check your punctuation
//	Paragraph should start here
<u>H</u>	Handwriting is illegible
?	Rewrite sentence/section to make clearer
+	Add more detail to answer
✓	Well written section – clear communication
^	There is a missing word here