

## Feedback Policy

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### Introduction

The College follows the evidence basis on the impact of formative feedback on pupil progress. Immediate and interactive feedback is a routine of teaching and learning. The guidance below sets out our common expectations across ages and subject disciplines. Further age appropriate and subject appropriate feedback conventions and expectations are encouraged within the framework below.

We recognise feedback in the broadest terms, acknowledging that a wide range of feedback mechanism is beneficial, including:

- Spoken - teacher to student, on a whole-class, small group or one-to-one basis
- Spoken – peer-to-peer
- Written – self-marking, peer-marking
- Written – teacher marking (see below)

The format below is used regularly in relation to written teacher marking of classwork and/or homework:

**WWW (What Went Well).** This is a specific recognition of an aspect of subject understanding, progress, learning approach or intellectual skill that has been demonstrated with strength.

**EBI (Even Better If):** This is feedback that identifies a specific aspect of approach, knowledge, or skill that should be developed in order to promote progress. In the Junior School this can take the form of an additional extension challenge to develop a child's understanding of a concept further.

Typically, pupils will receive a WWW and an EBI . This format is used as frequently as possible and at least once every half term in all subject areas and for all year groups, with or without an associated mark. Teachers are expected to tailor formative feedback to each individual child's needs to maximise the impact of it.

Pupil response to all forms of feedback informs the awarding of Learning Scores. Conventions for supporting literacy and numeracy development via marking and feedback are outlined in our Literacy and Numeracy Policy.

### **EYFS Feedback Specifics**

Immediate feedback is given during focused tasks and teachers record pupil progress or next steps in their tracking documents. In addition, Reception books are marked as IW for independent work, when needed, and left without comment if children are supported.

### **Junior School Feedback Specifics**

In the Junior School, feedback occurs at one of four common stages in the learning process:

- Immediate Feedback – at the point of teaching – (usually verbally from teacher or peer).
- Summary Feedback – at the end of a lesson/activity (usually verbally from teacher or peer).
- Next lesson ‘Feedforward’ – further teaching enabling the pupils to identify and improve for themselves areas of development identified by the teacher upon review of work after a previous lesson had finished.
- Summative feedback – tasks planned to give teachers definitive feedback about whether a pupil has securely mastered the material under study.

In Years 3-6, pupils are given the opportunity to respond to feedback at an appropriate time in the school day, where children can read through and give a written response to feedback given.

In the Junior School, marking codes WWW and EBI may be replaced with green highlighter and pink highlighter respectively, to give pupils a visual aid to the achievements in their work and areas for development.

### **Senior School Marking Specifics**

In the Senior School there are parameters for the awarding of marks for attainment designed to support pupil understanding and ownership of their own progress and achievement. Grades 9-1 and A\*-U are reserved for tasks that can either be moderated to indicate likely future IGCSE/GCSE or A Level attainment or are marked using actual IGCSE/GCSE or A Level marking criteria (such as End of Year Examinations). Departments may decide on their own most appropriate marking criteria outside of these times, but the avoidance of 9-1 and A\*-U as a routine is designed to ensure pupil, parent and teacher understanding of progress and expectations in relation to public examination outcomes is clear.

Teacher marking may in particular comment on:

- particular GCSE or A Level Assessment Objectives (as applicable)
- the retention of information over the linear course;
- presentation (acknowledging that exercise books and files are working documents, returned to over time by students and teachers);
- diligence;
- spelling, punctuation or grammar;

In the Senior School students are expected to and given time to respond to feedback in a different coloured pen, in a way that shows genuine thought and effort. Possible examples of this include:

- adding to work if feedback indicated something was missing
- correcting errors, or completing further work to show development

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- engaging with exemplar work, for example: ticking or crossing what the example did/did not include, highlighting areas of a mark scheme to indicate an area for future development, indicating on exemplar work where different skills are shown, using exemplar work to improve the students' own work

### **Rationale for this policy:**

This policy is informed by research, including:

- Christodoulou, D. (2017) *Making Good Progress: The Future of Assessment for Learning*, Oxford: OUP.
- Education Endowment Foundation (2016) *A marked improvement? A review of the evidence on written marking*. Accessible from:  
[https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf).