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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Ratified by Governing Body:	*[signature]*
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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.

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, DIRT (dedicated improvement and reflection time) is allowed to facilitate this;

2. Feedback recognises effort levels and **encourages** students. It shows students what they are doing well;

3. Feedback from teachers should be **regular** (at least every 9 lessons), this must be clearly evidenced in books;

4. Feedback must **inform planning**, all teachers should be gauging students' understanding lesson by lesson to ensure concepts are being understood and students are making progress;

5. Teachers give feedback in **green pen** with **What Works Well (WWW)** and **Even Better If (EBI)** comments, students respond in **purple pen**, this will therefore be **obvious** in exercise books;

6. The use of accessible diagnostic feedback will enable students to **make progress** (this may include use of PLCs, code marking, access to mark schemes, setting questions to address weaknesses, Yellow Box marking, Live Marking);

7. **Independent Study** must always be referred back to, if it isn't… what's the point? This may be during the Do Now task, given formal feedback or during DIRT.

8. Feedback Codes must be used to focus on **SPAG**, when students are required to respond it is in purple;

9. Feedback must be in language students understand, this is a good opportunity to **model good English,** where feedback is written it must be legible.

Feedback Code

Code	Meaning
Sp.	Incorrect spelling
C	Capital letter incorrectly used
P	Check your punctuation
//	Paragraph should start here
H	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

Feedback should improve learning