

# Feedback Policy

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Associated documents

# Summary

Feedback is a vital part of student progress and achievement. This policy aims to move beyond limited and generic definitions of type, regularity and frequency of feedback. We want to focus on what really matters: the principles of good feedback and enabling faculties to determine the exact nature of their approach, depending on the needs of the student and subject.

# Principles

Faculties are empowered to decide on the most appropriate method of feedback within their subjects to accelerate and deepen student learning: it should not be used as proof of teacher review of work. 'Tick and flick' is not effective feedback.

Written feedback is useful but there are many other forms which can be more effective; "Feedback should be more work for the recipient than the donor" (D William, 2005).

It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to, or instead of, traditionally marked work.

This does not mean we will not look at students' books. Immediate, fast and effectively planned feedback activities should result in us being able to review more work, more often, in a timelier way.

# Roles

## **Teachers should:**

1. lay the foundations for effective feedback, with high-quality teaching;
2. deliver appropriately timed feedback, focused on moving students forward in their learning;
3. plan for how students will receive and use feedback, using strategies to ensure that students will act on the feedback offered.

## **Subject/Faculty leaders should:**

1. determine the most effective way to deliver feedback with their faculty, according to stage and subject;

2. using their professional judgement, agree and codify an approach with all teachers in the department that will be consistently applied;
3. quality assure this agreed approach through faculty Quality Assurance processes and as part of action plans.

### **Senior leaders should:**

1. enable faculty leaders to lead on the determination of feedback processes;
2. scrutinise faculty approaches to feedback in link meetings and Quality Assurance;
3. provide opportunities for professional development of staff and the sharing of good practice.

### **Research and publications**

The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year (EEF 2016).

‘...a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning’ (M. Myatt 2013).

EEF published guidance report – ‘Teacher Feedback to Improve Pupil Learning’

Back on Track: Fewer things, greater depth (Mary Myatt 2020)

Visible Learning: Feedback, (John Hattie & Shirley Clarke 2018)

(Feed up, Feedback and Feed forward (Hattie & Timperley 2007).

Tom Sherrington: <https://teacherhead.com/2012/11/10/mak-feedback-count-close-the-gap/>

Joe Kirby: <https://pragmaticreform.wordpress.com/2015/10/31/markings-is-a-hornet/>

Dylan William: <https://www.ascd.org/el/articles/the-secret-of-effective-feedback>

Daisy Christodolou: [Whole-class feedback: saviour or fad? | by Daisy Christodoulou | The No More Marking Blog](#)