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## The Gilberd School

### Feedback Policy

#### Aims and Principles

**Feedback and Assessment: “Effective feedback is quantitatively the most powerful intervention to impact on progress.”**

The assessment of students’ work has a fundamental place in the general process of teaching and learning. Without assessing students’ work, we cannot plan effectively for future learning and students are not aware of the steps they need to take to make progress.

Effective feedback takes many forms but should contain the key principle outlines above.

#### Relationship to other policies

This policy should be read alongside other policies of the school, particularly:

- Performance Management Policy.
- Additional Needs and Disabilities Policy.
- Assessment, Target Setting and Reporting Policy.
- Homework Policy.

#### Roles and Responsibilities

##### Governors

The Governing Board is responsible for ensuring that the leadership of the school is effective in developing and evaluating feedback across the school and to identify where development is needed.

##### The Senior Leadership Team

The Senior Leadership Team is responsible for developing and evaluating the quality of feedback across the school, and to identify where development is needed, utilising CPD and Performance Management Reviews to effect.

##### Subject Leaders and Curriculum Leaders

It is the responsibility of the Curriculum and Subject Leaders to develop a feedback strategy for the subject area across Years 7 – 11 so that all teachers are clear and consistent in providing effective feedback and accurate assessment of students’ progress. They must ensure that the professional teaching standards are

being met via targeted development and support of practice. Moreover, it allows Middle Leaders to monitor student progress within their subject area.

### **Teachers**

Every teacher has a responsibility to provide feedback to the students in line with the feedback strategy of their subject area(s), ensuring that they meet the basic expectations of the Teachers' Standards.

### **Procedure and Organisation**

It should be noted that teachers should not mark or provide detailed feedback on every piece of work produced by a student. Feedback should be planned for key pieces of work and learning activities, in line with the feedback strategy of each subject area.

It is for this reason that we expect all staff to use **THUD**:

**T** – Students write the title; this will be either Notes / Revise / Homework / Apply / Model / Response to Feedback. Only work titled "Apply" is expected to have feedback and targets from the teacher in red pen.

**H** – Students write the heading; this is more subject specific and helps the students organise their work for revision later.

**U** – The students should underline the title, heading and date.

**D** – The students should always add the date.

It is essential that teachers' feedback to students should:

- Be regular and timely. This will vary according to the subject and topic but should be *approximately* every 4-5 lessons.
- Be in simple student language and allows students to improve their work further.
- Use the suggested codes in see Appendix 1.
- Give time for students to respond to feedback in green pen.
- Make comments on the Quality of Written Communication. (See Appendix 3)
- Uphold high expectations of presentation and organisation. Set increasingly challenging target activities. (See Appendix 2)

Other work, including some homework tasks, may be evaluated using a combination of peer, or self-assessment, verbal feedback, the use of exemplars and online feedback.

Where tests and quizzes are used, these should be clearly signposted in students' books, as per the feedback strategy of the subject.

### **Monitoring, Evaluation and Review**

The above should be evident in any scrutiny of books / folders. A review of feedback practices will take place regularly by Middle Leaders and Senior Team to monitor students' progress and the quality of feedback given. Where possible, student voice will be used. This information will then be collated and made available.

Students' work is also examined as a key aspect of the Lesson Observation / Learning Walk process and can be commented upon.

## Appendix 1

### Marking Codes:

**WWW** = What went well...

**EBI** = Even better if...

**CF** = an extra challenge to complete

## Appendix 2

### Presentation of work at The Gilbert

- Write in blue or black ink.
- Use THUD.
- Do not use Tippex.
- Draw in pencil.
- Stick in loose sheets.

## Appendix 3

### PROOF READING

#### Have you:

1. Used capital letters in the right places?
2. Used apostrophes accurately?
3. Separated each new paragraph clearly?
4. Used appropriate end of sentence punctuation?
5. Checked your work for errors in spelling and grammar?
6. Linked ideas using connectives?
7. Used the correct format of writing for this task?
8. Used appropriate language for the task and audience? (e.g., appropriate level of formality.)

**At The Gilbert, our writing is accurate and ambitious because we inspect and improve it.**