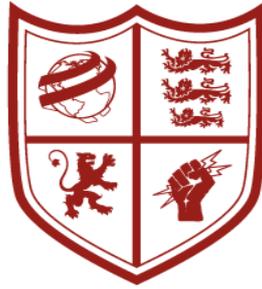


Stretford
Grammar School
Aspirat primo fortuna labori

Feedback Policy

Ratified by Governors: November 2017



Feedback Policy

Date of Policy: September 2017

Date of Review: September 2018

Member of staff with overall responsibility: Miss E. Wood

Governing Body Sub-Committee with reviewing responsibility: Standards and Curriculum

Aim

- To ensure that students have their work (homework and classwork) regularly reviewed/monitored/checked to ensure completion, progress towards/ preparation for formal assessments and to inform planning and delivery. This can take a number of forms, including whole class feedback based on teacher review of work outside of the lesson, as well as individual feedback and including peer/ self-review or verbal feedback within the lesson
- To ensure that all departments have formal assessment points throughout the academic year after which students receive feedback to which they can respond and which they can use to improve their work/ subsequent work

Rationale

The Education Endowment Foundation Research 2016 asserts that effective feedback should:

- Redirect or refocus either the teacher's or student's actions so that progress is made
- Be specific, accurate and clear on how to improve
- Be given sparingly so that it is meaningful

Core Principles

- The sole focus of feedback and monitoring/checking of work is to support students' progress
- Feedback given as soon as possible (including verbal feedback during the lesson) is the most effective in enabling students to act upon advice and make progress
- *All of students' work, classwork, homework and formal assessment, is reviewed (checked/ monitored) either during or outside of lessons so that it can impact on future learning and progress and enable both teachers and students to refocus/ redirect their efforts. It must be clear and evident to students that their work has been reviewed*
- At Key Stages 3 and 4, students receive formal feedback on key assessments at least 4 times a year in the non-core subjects and 5 times a year in the core subjects
- At Key Stage 5, students receive formal feedback on their work at least 10 times a year (2 per half term)
- All departments have an assessment schedule for KS3,4 and 5
- Following each formal assessment, students receive feedback which they act upon to make an improvement in subsequent work
- Key assessments must be visible either in students' books, in separate booklets or in files. These are always available in books or classrooms
- Departments use the Marking Overview proforma to provide feedback to students; the frequency of which is detailed in Department Feedback Policies
- Each department has their own Feedback Policy reflecting the best interests of the students and against which their practice can be quality assured and monitored