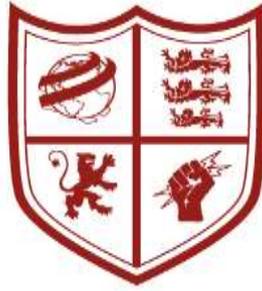




**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

## **Feedback Policy**

**Ratified by Governors: 2018**



## **Feedback Policy**

**Member of staff with overall responsibility:** Mrs. E. Baxter

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

*2016 Report of the Independent Teacher Workload Review Group: all marking should be "meaningful and manageable".*

### **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 (A Marked Improvement) found that:

- The use of targets to make feedback as specific and actionable as possible is likely to increase student progress
- Students are unlikely to benefit from feedback unless time is set aside for them to consider and respond

## 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.*
- 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 improve the work and to make progress in subsequent work
- Departments use the Marking Overview proforma ( ART: Marking Review Stickers) to provide feedback to students, the frequency of which is detailed in Department Feedback Policies
- Each department has their own Feedback document reflecting the best interests of the students and against which their practice can be quality assured and monitored