



ALSOP HIGH SCHOOL

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Feedback Policy

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Rationale

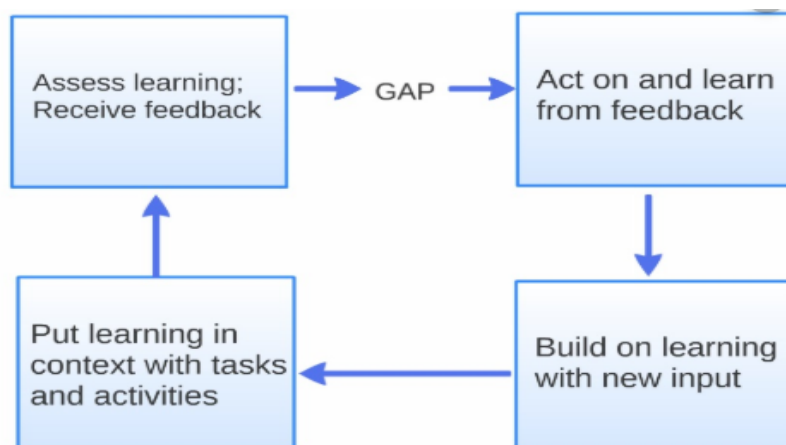
The Education Endowment Fund underlines in its research how the provision of high-quality feedback to pupils is integral to effective teaching and can be one of the most impactful strategies to improve pupil progress. (+ 8 months) Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.

At Alsop High School, we believe that marking and feedback must be purposeful and inform responsive teaching and subsequent planning.

All marking and feedback:

- Should address misconceptions and provide intervention opportunities to support those who are underperforming
- Should be centred around reliable assessment data that is applied consistently.
- Should generate a response from the student that demonstrates improvement.
- Should inform pupil progress
- Should have a positive impact on pupil outcomes

The process for feedback is outlined by the sequence of tasks identified in 'gap marking.'



Feedback should be therefore intrinsically responsive to the gaps in pupil's knowledge and address them promptly. A whole class feedback sheet should be completed once within a six-lesson window. This feedback should respond to the work completed by the students in their exercise book or may be generated in response to a homework task.

It is expected that the whole class feedback grid will be used in Key Stage 3, 4 and 5.

Presentation and Marking for Literacy

Teachers should check the PROUD presentation expectation is adhered to every lesson and should remind students of this regularly.

P = Pen – write in black or blue ink

R = Ruler – for straight lines and to rule off work

O – Oops – put a single neat line through mistakes

U = Underline – titles and dates with a ruler

D = Draw diagrams and pictures in pencil

Through regular 'live marking' teachers should respond to errors in spelling, grammar, misuse of vocabulary, incorrect punctuation or paragraphing by marking for literacy regularly.

The following codes should be applied:

SP- spelling error

GR- Grammatical error

V- Vocabulary misconception or misuse

P- Punctuation

// -Paragraphing

Feedback

It is expected that colleagues will read the pupil's work regularly and inform the re-teaching of key points or content to address common misconceptions and address obvious 'gaps' in knowledge. It is only after this has taken place that detailed feedback should be given to the students.

Detailed feedback should be written on the whole class-marking grid, highlighting individual strengths across the group, areas of improvement and misconceptions identified by the teacher in

response to pupil's work. Teachers should consider carefully the type of feedback given and to what extent it enables the students to create a meaningful response that secures progress.

Effective feedback should respond directly to the errors, misconceptions or gaps in their knowledge. The feedback grid should therefore prompt students to:

- Amend or add to their work after key concepts, knowledge has been re-taught
- Amend or add to their work if key elements of a mark scheme have been omitted
- Demand that students complete missing or incomplete tasks
- Amend their work incorporating additional subject specific vocabulary or language features.
- The student's response should be clearly labelled as 'Feedback' in their exercise books. The opportunity for students to do this needs to be carefully planned into lessons.

Opportunities for live marking should be exploited regularly to provide additional support for pupils and may present an opportunity for more personalised feedback from the subject teacher.