



BISHOP RAWSTONE
Church of England Academy

Feedback Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'
James 3:17

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FORTITER ET FIDELITER
Bravely and Faithfully

Bishop Rawstone Church of England Academy Feedback Policy

Verse

“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

Vision

“Bishop Rawstone Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all.”

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross ‘Christian Values for Church Schools’. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstone Church of England Academy, we believe that meaningful feedback is central to the learning process, helping students to reflect, grow, and flourish in their understanding. Rooted in our Christian values of wisdom and service, our approach to feedback is purposeful, timely, and constructive — aimed at guiding improvement, celebrating effort, and promoting a growth mindset. Through high-quality dialogue between teachers and learners, we nurture confidence, resilience, and a shared commitment to excellence.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

Our Vision

- To have a consistent, effective approach to feedback that supports students to make progress.
- To encourage resilience, independent enquiry and a growth mindset.
- To ensure students are challenged and have opportunities to advance their learning.
- To foster a dialogue between students and teachers that shows individuals how to take action to improve progress but also value effort and learning from mistakes.

TYPES OF FEEDBACK

Feedback provided by teachers/ students could take any of the following forms:

- **Immediate** feedback - during class and can be verbal or written
- **Summary** feedback – takes place at the end of a lesson or activity and can be whole class, group, self or peer assessment, against an agreed success criteria.
- **Review** feedback – takes place away from the point of teaching, generally written but may also be verbal.

Verbal

Verbal feedback should be regular, interactive and direct, targeted at individuals or groups, or indirect where verbal feedback is provided to an individual/ group of students and other students are able to make progress as a result.

Written

Written feedback can be formative, ideally for homework or classwork tasks, and summative for end of module/ termly assessments across all subjects. There is no need for extensive written comments - marking codes/flash marking, live sampling, electronic marking and peer and self- assessment against a clear success criteria are all acceptable. Please mark in red pen.

There is no expectation for teachers to feedback on redrafted/ corrected work, as when students are provided with appropriate actions, opportunities to ask questions, modelling and scaffolding, this should not be necessary.

There is no expectation to mark classwork unless the students are being asked to improve work.

LIVE MARKING is a useful and recognised effective form of valid feedback.

AR Marking Procedure Grades or pathways may be used, depending on the year group and purpose. There is no expectation to AR mark every piece of homework, unless it provides the opportunity for the student to review and improve their work. This is at the discretion of the individual classroom teacher.

Formative feedback will be provided using the following codes:

A = Action – identify clear steps for improving/ correcting/ redrafting work that students can act upon

R = Response – students complete the actions set using their green pen

When AR marking all teachers must mark for literacy, by circling the error and writing the following codes in the margin. Please ensure that actions to improve writing must also be a key area for focus

PR = poor presentation

S = spelling error

C= capital letter error

P = general punctuation error

// = new paragraph needed