



Caludon Castle

Feedback Policy

Local Level Policy

Review for 2023-24

Date effective	September 2023
Review Cycle	2023-2024
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Date of Approval by Governors	October 2023
Committee approved by	Local Governing Body
Author	Rachel Mitchell

Date	Notes

Feedback Policy

1. Live feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/activity
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
Live	<ul style="list-style-type: none">• Includes teacher gathering feedback (AfL) from teaching, including using mini-whiteboards• Takes place in lessons with individuals or small groups• Often given to students for immediate action• May involve use of an SSM to provide further support or challenge• May re-direct the focus of teaching/task• May include annotations/highlighting according to assessment criteria• Recognition of success and areas for development	<ul style="list-style-type: none">• Lesson observations/learning walks• Annotations in books• Improvements evident in books, either through editing or re-drafting or further working• Verbal feedback including the use of student learning through ipad/visualiser• Redrafting (in another colour)
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or an activity or phase of the lesson• Often involves whole groups or classes• Provides opportunity for evaluation of learning in the lesson• May be self or peer assessment against agreed criteria• May guide teacher's planning/feedback, focusing on areas of need	<ul style="list-style-type: none">• Lesson observation/learning walks• Self or peer assessment• Whole-class verbal feedback
Review	<ul style="list-style-type: none">• Takes place away from the lesson• May involve written comments/annotations for students to respond• Provides teachers with opportunities for assessment of understanding• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks• May lead to setting student targets	<ul style="list-style-type: none">• Acknowledgement of work completed• Written comments/targets and actioned responses• Teaching adapted from original plans to address needs/misconceptions

- Will involve **STAR** marking
Key Stage 3 classes of 2 a week or less will have **one** formative assessment **per half term**. Core subjects will have **three per term**. Key Stage 4 and 5 will have **two** formative assessments **per half term**.
- Annotations to re-direct learning
- Coded marking
- Selective written marking

Between Progress Checks Feedback Policy

Between progress checks and end of module summative assessments, there should be evidence of feedback on errors or misconceptions on student learning. This can take the form of live, self or peer marking.

This can be in the form of spelling errors and grammatical misunderstandings. Praise is also strongly encouraged but must be specific as to what the student has done well.

STAR feedback



STAR marking feedback must be specific, kind and helpful.

S – Strengths

T- Target

A – Action

R - Response

Comments need to be succinct and to the point in suitable language which the students can understand.

Strengths must be specific as to what the student has done well.

Targets must be specific and 'actionable'. Examples may need to be given of what you expect the student to do. Good practice for targets is that they can be written as a question for the student to answer. Targets can be skills or knowledge based.

Students must 'action' their target in green pen and the teacher must respond either with a signature or further comment if deemed necessary. Peer marking should be in pink. Alternatively this needs to be explicit on printed coloured sheets.

Front of book feedback records must be completed so that both staff and students can keep a track of progress easily.

There is no expectation that whole sets of books are marked between Progress Checks.

Progress checks

Progress checks need to be clearly evidenced with the Progress Check Sticker (or logo) and ideally be on a different colour. This makes it easier for students and staff to find in exercise book.

Progress checks need to reflect the whole range of ability.

Students need to clearly be able to understand why they are working at a certain level and what they need to do to be able to get to the next level.

There will be a separate document with clear examples to support colleagues.

