Feedback Protocol
King's Academy Brune Park

Feedback Policy

Aim
To create a policy that enables consistent feedback opportunities for students. This will support them in making further progress.

Principles
- The purpose of feedback is to advance student progress and outcomes
- All feedback should be manageable for the teacher whilst being meaningful and motivating for the students
- Feedback identifies how a student can improve
- The type and frequency of feedback will vary with subjects and key stage
- The most effective feedback is timely
- Departments will determine the most effective way to provide feedback to their students, thus protecting teacher workload
- As a result of feedback, students are increasingly independent and effective learners, with an awareness of their own strengths and areas for development

Why do we give feedback?
- The process of teachers listening, reading and marking allows them to understand how our students are progressing
- It allows students to see their next steps for improvement
- It informs teacher planning
- It allows students to celebrate their progress
- Feedback can be motivational for students
- Feedback can engage students in metacognitive strategies

Examples of feedback
- Self marking with clear criteria and routines, allowing students to self-assess their work
- Peer marking with clear criteria routines
- Whole class marking templates, with success criteria
- Use of DIRT (directed independent reflection time)
- Modelling of exemplars
- Live marking of a student's work with a visualiser.
- Low stakes quizzes
- Self marking tools like Quizlet
- Verbal feedback: individuals, groups and whole class
- Live marking of individuals (walkabout marking)
- Close marking, typically for exam questions and assessments
- Grading of work
- Write - feedback - redraft
- Strategic feedback, by selecting some books to gauge understanding
- Use of feedback codes for literacy
- Students RAG rating their skills and knowledge using the knowledge organisers and/or assessment criteria

Expectation of Subject Leaders
- Monitoring feedback so it remains manageable for teams and meaningful for students
- Creating opportunities for Book Share at department meetings
- Book scrutiny on temperature check walks
- Model best practice
- Implementing the required number of assessments where summative feedback is required
- Ensuring robust standardisation and moderation of assessments and mock exams

Expectations of Teachers
- Feedback should be an integral part of the teaching process and visible in lesson delivery
- Each classroom will display the literacy feedback banner
- Use a combination of the above feedback types, choosing the best form as appropriate to the learning
- Ensure that assessments and other significant tasks incorporate directed improvement and reflection time
- There is no expectation that verbal feedback will be recorded
- In each half term students' books should contain at least one written type of feedback from the teacher, at least one opportunity for the students' to respond to feedback [by redrafting an answer] and at least one opportunity to learn from a modelled answer. In the same time period students books should contain a mix of live, peer and self marking appropriate for the task. Green or purple pens are encouraged to demonstrate when students have re-written post feedback
- For exam classes, marked exams, written feedback and the opportunity to learn from modelled exemplars, would be a substitute for a marked book in a 6 week phase