



WIGSTON ACADEMIES TRUST

FEEDBACK POLICY

DATE APPROVED:	28 th October 2021
APPROVED BY:	Executive Headteacher
REVIEW FREQUENCY:	Every three years
DATE FOR REVIEW:	October 2024

Signed by Executive Headteacher:

A handwritten signature in blue ink that reads 'Marc Mitchell'.

Date:

28th October 2021

CONTENTS:

- 1. Rationale**
- 2. Principles**
- 3. Context**
- 4. Value**
- 5. Transparency**
- 6. Presentation**
- 7. Expectations**
- 8. Monitoring**

1. Rationale:

Feedback is crucial in ensuring that students make progress. It is important that students are given clear messages to help them to improve. It is expected that all teachers will ensure that feedback plays a central role in their assessment of students' progress and in their future planning. The insight and understanding gained via thorough feedback is the key way in which learning can be differentiated and personalised.

2. Principles:

Wigston Academies Trust believe that feedback – both written and oral – is an essential foundation for effective teaching and learning. We believe in the importance of regular feedback which establishes a dialogue between the teacher and student which will inform and move forward the students' progress. We work hard to establish a supportive and motivational learning environment which places value on a positive mind-set within a risk-taking culture where feedback and suggested improvements are seen as a positive way to grow understanding and achieve even greater levels of success.

3. Context:

Feedback must be personalised taking into account a students' prior attainment, target grade, progress made thus far, personal strengths, weaknesses, capacity to improve, effort demonstrated as well as social and emotional well-being. In short, one size does not fit all.

4. Value:

Feedback must be used to demonstrate to a student that their efforts are both valued and worthwhile. This gives a clear message to students that their teacher cares about their progress and values the work they produce. Your investment allows a student's self-esteem to build and gives them a positive perception of their ability in your subject. The more confident a student is, the more likely they are to succeed. This can be achieved in a number of ways, particularly summative feedback that is positive and includes praise.

5. Transparency:

Students need to be fully aware of how their work will be marked and what is expected of them when it is returned. Remember – one size does not fit all.

Methodology: FAR FEEDBACK

Teachers: Providing feedback in **red** pen

F – Feedback. (How has the student done in relation to the task set? At least one positive to be included in the feedback)

A – Action (next steps – how to develop work to make progress)

R – Response, students respond to feedback in purple pen to develop answers and show they understand how to make progress. This can then review the response to show the feedback has supported progress.

Please see examples in appendix 1:

Peer/Self Feedback: (Purple Pen)

F – Feedback. (How has the student done in relation to the task set? Include at least one positive)

A – Action (next steps – how to develop work to make progress) A – Actions are given by the students using the mark scheme / criteria for the task

R – Response handed back to student and they respond to the feedback and actions provided

See appendix 2 for examples

Literacy Feedback

It is not expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. It may be necessary, on occasion to write the correct version for the learner. Departments may complement these with further subject specific codes.

Code	Explanation
<i>Sp</i> plus underlined	Try this spelling again
<i>Circle</i>	Missing punctuation
//	Begin new paragraph
T	Mistake in the use of tense
? plus underlined	Sentence does not make sense
^	Word missing / insert word or letter

6. Presentation:

High levels of presentation are expected by all students. Refer to presentation rules from February 2018

7. Expectations:

- ✓ There must be an opportunity for regular and appropriate feedback to be given to Year 7, 8 and 9 students each half term with students' responses reviewed to ensure students are making the progress they are capable of
- ✓ Key Stage 4 and Key Stage 5 students there must be an opportunity for feedback to be given to students at least twice each half term with the responses reviewed to make sure students are making the progress they are capable of

- ✓ All work that demonstrates significant student investment must have feedback provided, even if it is rough work
- ✓ Feedback should be provided within a week of assessments being handed in and definitely within 2 weeks
- ✓ Books / work should be reviewed and checked **regularly** and feedback provided where appropriate

8. Monitoring:

Quality assurance will be used to ensure the consistent application of the policy and to share good practice. Regular work scrutiny will be included as part of the teacher review and quality assurance by senior leaders and heads of department.

Appendix 1: Teacher FAR examples

Subject: PE

F – You have answered the question well, however, your last bullet point isn't a valid point and neither does it have an actual practical example

A – Provide another point (advantage) using the point it is motivating

R – Student provides their response in purple pen – ensure that this has been reviewed when completed

Subject: Science

Q's 3.2 explain how different types of organism defend themselves against microorganisms (6)

F – You have recognised that the human body has antibodies, however there is a disappointing lack of detail in the answer when you are capable of so much more

A - Aim to discuss white blood cells plus skin, nose, hair, stomach acid, trachea/bronchi plus descriptions. What about plants? Also waxy cuticles, dead bark, plus cell walls and antimicrobial chemicals.

R – Student provides their response in purple pen – ensure this is reviewed when completed

Subject: English - PPE Poetry question feedback

F – A great start to the question, you showed you understood what the examiner is looking for. What a shame you ran out of time! Well written so far

A – Add the second half of your final paragraph to complete the comparison and add a conclusion, which sums up the poem in answer to the question

R – Student provides their response in purple pen – ensure this is reviewed when completed

