



## Forge Valley School

### Effective Feedback Policy June 2016

#### **Policy development:**

This policy has been developed by building upon our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and pupils and is accessible through the Forge Valley website.

**Governor Committee:** Standards Committee

**Ratified by Governors:** 2016

**Due for review:** May 2017

**Member of Staff responsible:** Alison Inkson

Ratified by  
Chair of Governors

Effective Feedback for Impact	
<b>Rationale</b>	<p>The aim of this policy is to establish a consistent approach to feedback across the school, whilst catering for different subjects and age ranges. This policy should encourage quality feedback with impact, which clearly identifies gaps in learning, informs teachers, drives future planning, improves learner confidence and leads to positive pupil outcomes. It will recognise, encourage and reward pupils' effort, improvement and achievement, being accurate, timely and personalised according to individual needs. The frequency, speed and nature of feedback will depend upon the number of lessons per week and upon practical aspects of the subject. Each subject has their own tailored feedback policy.</p>
<b>Key Expectations</b>	<p><b>Effective Feedback will:</b></p> <ul style="list-style-type: none"> <li>• Be set against clear success criteria and may be written, verbal or ICT based. Where appropriate, written comments should be phrased as (EBI) questions.</li> <li>• Enable pupils to become reflective learners and help them to close the gap between current and desired performance. It must be meaningful, manageable and motivating for all and may take the form of teacher, peer or self-assessment.</li> <li>• Be provided during dedicated improvement and reflection time <b>(DIRT)</b>, as appropriate, so pupils can respond to/ act upon feedback and so move their learning on.</li> <li>• Provide opportunities for pupils to review their targets, with the aim of avoiding the same mistakes in subsequent work.</li> <li>• Encourage pupils to mark their own work and the work of their peers. They should judge against clear success criteria provided by the teacher. The teacher should scaffold peer marking.</li> <li>• Encourage high standards of presentation and literacy by reference to whole school codes (see below) and The literacy matrix where appropriate.</li> <li>• Verbal feedback is the most effective feedback and is part of every good lesson. There is no benefit to indicate when verbal feedback is given. Pupil progress is the evidence.</li> </ul> <p>NB: There is no requirement for acknowledgement marking. Where appropriate, pupils will complete a minimum of one piece of extended written work per subject area, per half term. In addition to subject specific criteria, this will be marked using the literacy codes below.</p>

The whole school codes displayed below will be used to indicate achievement and literacy mistakes and errors. (Subject areas may also use additional subject specific codes which will be shared with pupils.)

Teachers will use the Forge Valley Literacy Matrix to set literacy targets in pupil assessments.

ACHIEVEMENT CODES	<b>A</b> <b>Achieved</b>	The pupil has achieved his/her learning ambition and progress is as expected for that pupil.
	<b>PA</b> <b>Partially Achieved</b>	Part of the learning ambition has not been met. Progress is less than expected for that pupil.
	<b>NA</b> <b>Not Achieved</b>	The pupil has not met his/her learning ambition. No real progress has been made.
	<b>V</b> <b>Verbal Feedback Given</b>	Verbal Feedback Given. Pupil's should immediately respond in green pen.

LITERACY CODES
-------------------

<b>S</b> Spelling mistake	<b>P</b> Punctuation mistake
<b>C</b> Capital letter needed	<b>?</b> Doesn't make sense
<b>//</b> New paragraph needed	<b>NAS</b> Not a sentence
<b>T</b> Tense is wrong	<b>^</b> Missing word