

## Feedback for Learning Procedures

These procedures should provide a consistent structure to written feedback throughout the whole school and relate directly to the school's assessment and recording policy.

**For the purpose of this document the types of written feedback will be identified:**

### **Acknowledgement marking**

This simply checks that completed work has been done to a satisfactory level.

NB: Be aware of using ticks since this can imply that the work has been checked for accuracy.

*Not all pieces of work should receive focussed quality written feedback. The teacher, parents and students need to be clear about whether a piece of work will be simply acknowledgement-marked or whether it will receive detailed attention.*

### **Focussed quality written feedback (FQF)**

This is used when a student has completed a more substantial piece of assessed work and it has to be assessed away from the student. Teachers focus on the successes and improvements of certain aspects of the work which has been identified through the learning outcomes. *(Examples of work receiving this type of feedback may include home learning tasks, assessments and coursework tasks).*

### **Whole class feedback**

This type of feedback has two different scenarios: the first could be guidance given before a piece of work is set i.e. through a teacher modelling an example and the second being to identify common misconceptions that a class has made once work has been taken in.

### **Student Self-Assessment**

Students should be encouraged to self-assess their own work. Students are given clear success criteria, they then look at their own work and identify its strengths and where they are going to make improvements

### **Student Peer Assessment**

Peer assessment is when students assess one another's work in order to understand the practicalities of the learning objectives and outcomes. Students are asked to comment on a piece of work suggesting where the work meets the learning outcomes and suggesting a target for improvement.

**Written feedback is the responsibility of individual teachers who should follow departmental procedures for written feedback as identified by Heads of Departments and Heads of Faculty.**

**Within departments, departmental staff must follow the common practices for providing feedback to students as identified by the departmental written feedback procedures. These procedures must be clearly articulated to staff, students and parents and reflect the whole school's principles and practice for written feedback.**

**Written Feedback needs:**

- To be based on clear, student friendly, learning objectives and outcomes
- To encourage and take account of student self-evaluation
- To highlight where success occurred and where improvement could take place
- To be given promptly and regularly in a form that is accessible to them
- To give strategies for improvement
- To have time allocated in lessons in which comments can be read and responded to
- To expect some focussed improvement based upon the feedback received

**Departments need to produce their own written feedback procedures which must adhere to the essential requirements of feedback of the school. The school has also produced a set of desirable criteria which could further enhance feedback to students.**

**All written feedback procedures created by departments need to be clearly evident in students' books and folders and/or in electronic form.**

### Marking for Literacy

#### **Symbols**

p	punctuation
sp	spelling
exp	expression
C	capital letter
Ⓒ	in-correct use of capital letter
//	new paragraph
Pr	presentation

It was agreed that as a minimum, the symbol should be written in the margin and the error indicated (either by underlining or circling). A minimum of three errors, according to the half-termly focus, should be corrected on a page. Correct spellings should also be given.

Literacy targets should be set, on a regular basis, for all students. In order to show progress, there needs to be evidence in books that these have been addressed by the time the next literacy target is set.