



Feedback to Pupils Policy

Applicable to:	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
Approval body:	Full Governing Body	
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Statutory policy or document	No
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Approval by	Full Governing Body

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Changed by	Revision Date		

Review Date	
Frequency	Next Review Due
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The purpose of feedback is twofold:

- To provide pupils with an assessment of where they are currently and specifically what they need to do to improve, in order to reach his/her target grade.
- To inform the teacher where each pupil is at, so that this assessment can inform the planning of his/ her teaching

As a school, we agree the following principles:

1. All pupils are entitled to immediate feedback as a result of teachers' monitoring of learning during lessons.
2. Feedback on assessment will be formative and summative
3. Feedback can be verbal or written and should provide pupils with clear instructions as to what they need to do to improve.
4. Pupils are entitled to individual written feedback of a piece of work at least once per cycle. Departments which for certain reasons cannot fulfil these criteria will put in place alternative arrangements. These arrangements may vary according to the assessment needs.
5. Pupils are expected to respond to any written comment and will be encouraged and given the opportunity to do so. There will be staff follow up of this. It is expected that this is done at least once a month.
6. In formally examined subjects in all key stages, all pupils will be tested half termly and awarded a level. With points for development if the student is underachieving.
7. Exam Board criteria when available, will be shared with pupils and used to grade their work. If not available, departmental mark schemes should be adhered to.
8. The grading of pupils' work will relate to the assessment route they are currently following, for example by giving a BTEC/GCSE/AS/A2 grade. Feedback will also encompass pupils' attitude to learning, and is intended to be motivational and to raise self-esteem.
9. Written feedback will relate to specific targets to assist in FFT or MEG achievement.
10. The quality of feedback to pupils, and the extent to which it leads to improvements in learning will be monitored through a review of pupils' work, discussions with pupils and lesson observations.