



# St Peter's Catholic High School & Sixth Form Centre

## Policy Document – Feedback policy

### ***Feedback should change the child, not the task***

---

#### **St Peter's High School Feedback Policy**

**1. Introduction** Effective feedback is a crucial element of teaching and learning. It should be purposeful, timely, and **actionable** to ensure that students make progress and improve attainment. This policy outlines the principles and strategies for providing high-quality feedback to students across all subjects.

#### **2. Principles of Effective Feedback**

- Feedback should be **specific, focused, and clear**.
- It must be **timely**, allowing students to reflect and act upon it.
- Feedback should be **actionable**, providing clear next steps for improvement.
- It must be **student-centric**, encouraging independence and self-regulation.
- Feedback should be **balanced**, recognising strengths while identifying areas for improvement.
- It should be **manageable**, ensuring a sustainable workload for staff. Not every piece of written work needs to be 'marked' with ink.

#### **3. Methods of Feedback**

##### **a. Verbal Feedback**

- Given during lessons to address misconceptions in real-time.
- Encourages immediate responses and adjustments.
- Should draw on evidence based Formative Assessment methods (*see point 4 below*)

##### **b. Written Feedback**

- Should be concise, constructive, and related to learning objectives.
- Should be structured using WWW (What Went Well) and DIRT (Directed Improvement and Reflection time) format.
- Use marking codes and symbols where appropriate to maintain efficiency.

##### **c. Peer and Self-Assessment**

- Students should be trained to critically evaluate their own and peers' work.
- Success criteria and model answers should be provided to support accurate assessment.



# St Peter's Catholic High School & Sixth Form Centre

## Policy Document – Feedback policy

### ***Feedback should change the child, not the task***

- 
- Encourage students to take ownership of their learning/develop 'mark scheme literacy'

#### **d. Whole-Class Feedback**

- Identifies common misconceptions rather than focusing on individual errors.
- Saves teacher time while providing targeted guidance to the whole class.
- May include exemplar work and collective improvement strategies.

#### **e. Digital Feedback**

- Use of online platforms for immediate feedback on quizzes and assignments.
- Audio or video feedback can be used for detailed explanations.
- Encourages engagement through interactive learning tools.

#### **4. Formative Assessment and Feedback**

- Formative assessment should be an integral part of everyday teaching to identify student understanding and inform instruction.
- Methods include questioning, quizzes, mini whiteboard activities, modelling (narrated 'practicable' steps)
- Feedback from formative assessment should be immediate and constructive, guiding students on how to improve.
- Teachers should use assessment information to adapt teaching strategies and address learning gaps effectively.

#### **5. Subject-Specific Approaches to Feedback**

- While core principles of feedback apply to all subjects, individual departments will adapt methods to best suit their subject's nature.
- Departments should ensure their feedback approach aligns with whole-school expectations while considering subject-specific needs.
- Not every piece of written work needs to be 'marked' with ink. Heads of Dept should audit their SOWs/assessment and consider what DOES need written comments/actionable DIRT tasks for the students, and what would be more useful points for verbal/WCF.



# St Peter's Catholic High School & Sixth Form Centre

## Policy Document – Feedback policy

### ***Feedback should change the child, not the task***

---

#### **6. Responding to Feedback**

- Students should be given dedicated **reflection time** to respond to feedback where appropriate.
- They should demonstrate progress by making improvements to their work, or by completing a new task that use the same skills/knowledge application.
- Teachers should monitor responses to ensure students are engaging with feedback.

#### **7. Feedback Frequency and Expectations**

- Feedback should be **regular and consistent**.
- The method of feedback should be appropriate to the task and subject area.
- Departments may have additional subject-specific guidance on feedback methods.
- **Formal marking expectations:** Each department should establish a minimum frequency for formal marking in line with the school's assessment policy. This should be appropriate to the subject and workload balance, ensuring students receive high-quality feedback without excessive teacher workload.

#### **8. Monitoring and Review**

- Feedback practices will be reviewed as part of ongoing quality assurance processes.
- Staff will continue to receive CPD training on effective feedback strategies.
- Student voice and work samples will be used to assess the impact of feedback.

#### **9. BTEC/Cambridge courses - specific guidance**

Use of preparatory work and drafts;

- Practice tasks/ mock assessments around the subject can be completed but should not feed directly, or match the requirements of the criteria of the formal assessment tasks.
- redrafting of previous notes or 'practice tasks cannot be used as the submitted work.
- On submission a Learner authentication of work must be submitted, which shows that any sources or use of AI are appropriately referenced.
- Each learner has ONE opportunity to submit the assessment, by a set deadline.



# St Peter's Catholic High School & Sixth Form Centre

## Policy Document – Feedback policy

### ***Feedback should change the child, not the task***

---

In assessment feedback from the Assessor should:

- Mark the work against the requirements of the unit specification.
- Formally record and confirm the achievement of specific assessment criteria on an assessment record.
- Complete an assessors' confirmation statement that to the best of their knowledge, the evidence they have assessed is authentic and is the learner's own work.

In feedback it is not appropriate for teachers and tutors to:

- “coach” learners to produce the evidence itself.
- give them a specific list of actions they need to take to meet the assessment criteria or achieve a particular grade.
- Direct, specific instructions on how the learner can improve the evidence to achieve a higher grade as this would affect any resubmission opportunity. You can justify why the criteria has been awarded or not awarded but you cannot tell the learner what to do to improve their grade.

After assessment:

- If a learner has met the requirements and the lead IV agrees, a learner MAY be given the opportunity to resubmit within 15 days.
- This is then re-assessed using the same guidelines as the original submission.

**10. Conclusion** Effective feedback is essential for student progress. By implementing the strategies outlined in this policy, we ensure that students receive meaningful guidance that supports their learning journey and maximizes attainment.

**This policy serves as a guideline for all teaching staff and will be reviewed annually to ensure best practices are upheld.**