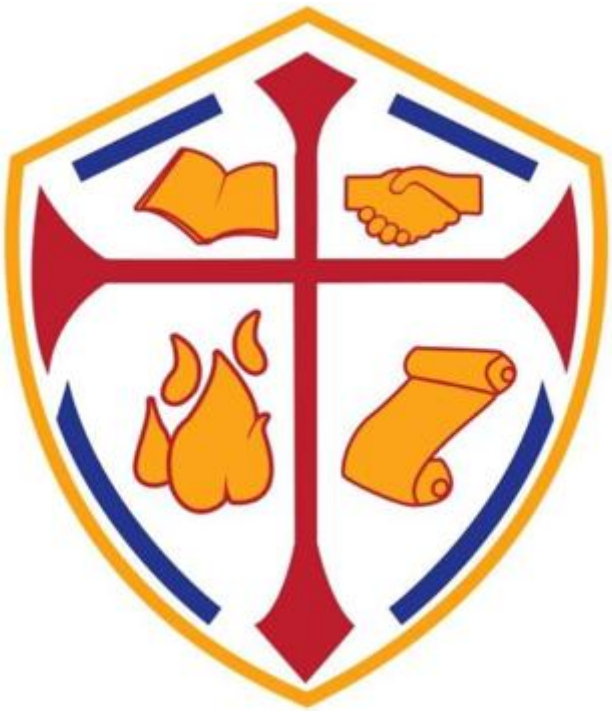
Feedback Policy

All Saints Catholic School



"We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness"

(1 Cor. 12:29)

Approved by Chair of Governor:	**Date:**
Last reviewed on:	July 2026
Next review due by:	July 2027

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Feedback Policy

Aims

1. We want to establish a consistent approach to the way we review and assess the learning that happens across All Saints across all disciplines so that students know their efforts in learning are valued according to the same criteria and methods commonly agreed.
2. We want to ensure that all students know how well they are doing and how to make continued progress to guarantee the best possible outcomes for each student.
3. We want to ensure feedback is regular, unique to the individual student and informs them of what they need to do to improve in order to help them achieve their full academic potential.
4. We want to effectively use feedback as part of the planning process which enables teachers to accurately track and monitor student progress over time.
5. We want to place feedback at the heart of determining how intervention should take place in order to make a positive difference.

Rationale

'Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.' (J.Rowe 2007)

Adaptive teaching is a dynamic approach where teachers continuously adjust their instruction based on student learning and feedback. It's about making real-time adaptations to teaching strategies, resources, and support to meet individual needs and ensure that learning remains accessible and appropriately challenging for all learners.

At All Saints Catholic School we recognise the powerful impact good quality feedback can have on the overall outcomes for our students. We understand that the assessment of our students' progress **and the students' own reflections and their actions on their work are integral to the learning process**. Written feedback in particular should focus on helping students to have a clear awareness of how well they have attained new knowledge, concepts and skills.

The importance of assessment and feedback is emphasised in the **Teacher Standards**:

6 Make accurate and productive use of assessment

> *• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
>
> *• make use of formative and summative assessment to secure pupils' progress*
>
> *• use relevant data to monitor progress, set targets, and plan subsequent lessons*
>
> ***• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.***

It is the professional responsibility of all staff to implement this policy as part of their practice.

The Feedback Process

All feedback at All Saints School must provide detailed and personalised evaluation to aid future development.

Feedback should:-

- Be regular, up to date and promptly returned. Visible feedback should be provided every 2 weeks on/in work in folders/books. This can take the form of self, peer and/or Teacher/staff assessment.
- Be diagnostic in nature
- Be unique and specific to the learner
- Relate to lesson objective and learning outcomes
- Be encouraging with specific praise on learning (Feedback)
- Provide opportunities for students to reflect and respond to targets **(Now…/MRi)**
    - **Close the Gap** in what they know and do not
    - **Stretch and Challenge** the More Able
- Suitably support students who are currently working below expected level to make progress
- Focus on the promotion of good literacy skills, regardless of the subject

Feedback Strategies that should be used:-

- Teacher assessed
- Self-assessed
- Peer-assessed
- If using coded feedback the criteria must be shared and clearly understood by all students e.g. highlight misconceptions/errors in student work and ask them to review and improve the task
- If **V**erbal **F**eedback is given *it could be* recorded as **VF** or using a VF stamp
- Online Learning should make use of built in app features in line with school direction e.g. Self Marking Quiz features in SMHWK/Satchel One/Google Classroom. This should be evidenced through the online learning feedback sticker.
- Practical, project based subjects need to regularly assess student work in line with the expectations of other departments, even if the project extends over a long period of time – there must be evidence of regular feedback and guidance throughout the project
- Every two weeks, the expectation is that a form of assessment is made visible in pupil work be it self, peer or teacher feedback.

The All Saints Way: *Consistency across the Curriculum*

Feedback:

_____
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Now…

- Close the Gap
- Stretch & Challenge

_____
_

My Response is…

Using the feedback sticker appropriately:-

Feedback:

- ☐ Focused on learning & progress that has been made toward learning objective/assessment criteria

Now:

- Close the Gap
- Stretch & Challenge

- ☐ Tick as appropriate and develop opportunities for students to progress by asking a learning question that will encourage them to identify & close the gaps in their learning and/or challenge them to stretch and apply their learning to a more difficult concept/task
- ☐ When feeding back to students on their work, provide follow up questions linked to the skills students have been learning. Make questions open ended where possible.
- ✓ *Maths: What is the largest decimal number you can make using the digits 512?*
- ✓ *Textiles: Why does X & Y absorb water when Z doesn't?*
- ✓ *RE: How do Jews and Christians share faith practices?*
- ✓ *ART: What similarities does Picasso share with Rembrandt?*
- ✓ *Computer Science: How does a hard drive resemble the brain?*

Engaging Student Responses (*MRi – My Response is*):-

- ☐ Quality written feedback is wasted teacher time if students have not responded to it and made an effort to make improvements/attempt challenges. Their responses and being challenged to think further will enhance their learning.
- ☐ Time for students to respond has to be planned for. Feedback and providing students with opportunities to complete their 'MRi' is differentiation.

Formative Feedback Strategies:-

- Clarifying, sharing, and understanding learning intentions and criteria for success – getting the students to really understand what their classroom experience will be and how their success will be measured.
- Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning – developing effective classroom instructional strategies that allow for the measurement of success.
- Punctuating learning with 'CHECK IT' Task - to provide moments of AfL in a whole class setting.
- Providing feedback that moves learning forward – working with students to provide them the information they need to better understand problems and solutions. Give students opportunities to talk about their feedback so that they really understand where they are and where they are going – allow them to internalise their targets.
- Activating learners as instructional resources for one another – getting students involved with each other in discussions and working groups can help improve student learning.
- Activating learners as owners of their own learning – self-regulation of learning leads to student performance improvement. Train them to assess their own efforts by sharing assessment criteria with them, have them review model answers so that they can learn to recognise excellence and identify areas for improvement, use coded marking/comment banks etc.

Peer & Self-Assessment:-

Peer and self-assessment, where students assess each other and themselves, can encourage students to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers.

In order for peer and self-assessment to be effective it is important that students have:

- clear information about what they need to learn and how they will know they have been successful
- a clear understanding of what constitutes high quality work
- the skills and vocabulary required to assess what they have achieved.

Praise and Reward:-

Success and effort should be rewarded as often as possible. Students should be aware of the specific reason as to why they are being praised and/or rewarded for the piece of work.

Merits at All Saints Catholic School

- Each School Department will have responsibility for procuring sufficient numbers of School Merit Stickers and cascading them to their team. Merits and postcards are linked to a central Praise and Reward league table which pupils and staff will have access to.
- Achievement and Attainment will be publicised and linked to reward assemblies and reward events. All merits issued are collated and installed on pupil profiles on Bromcom.
- Merits (postcards) have a dual function; they communicate teacher praise and provide rewards in the shape of Headteacher/HOD certificates and online rewards.
- Merits should accompany diagnostic feedback so that pupils and others can clearly see why a merit has been awarded; *Merits are not a substitute for diagnostic assessment and feedback.*
- Merits can also be awarded for positive behaviour and promoting the Catholic Ethos through action.

Summative Assessment Strategies:-

The goal of summative assessment is to evaluate student learning specific points throughout the school year. There are six calendared weeks for assessment (formative and summative) at All Saints School which will be followed by a protected ‘marking week’. Data will be entered at the end of each ½ term. These sit alongside the feedback process.

Information from summative assessments can be used formatively when teachers train students on how to use it to guide their efforts and help to identify gaps in their learning before moving forward. It is also useful to help identify key skills that require development and support.

Monitoring and Evaluation

The implementation and monitoring of this policy will be the responsibility of the Head of Department (HODs) and their Line Manager. HODs must ensure their department feedback supports the whole school policy and as set out here also with the school curriculum and assessment policies.

HODs undertake the work sampling of their subject in accordance with the whole school monitoring and evaluation cycle. They will work with their Line Manager to oversee the process and provide opportunities for middle leaders to share and discuss practice with their teams. The findings will be fed back to staff with suggested action for improvement.

Conclusion

This policy has been developed to ensure the inclusion of all students and staff with due regard to SEN, most able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those students who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.

This policy reaffirms the central principles on which the ethos of All Saints School is based whilst empowering students to play a responsible role within the society of the twenty-first century.