

## Written Feedback Policy

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**High quality practice in teaching, insightful questioning and written feedback is implemented consistently by all teachers.**

**To enable students to thrive, making sustained progress, written feedback at South Hunsley is**

- **Regular and continual**
- **A personalised two-way teaching and learning dialogue**
- **Employed consistently to inform learners' progress and teachers' differentiated planning**

### **Principles of Written Feedback at South Hunsley**

**Written feedback is an integral element of teaching, as important as the teaching taking place in the classroom.** As an extension of the differentiated learning experience in lessons, written feedback is fundamentally highly personalised teaching, direct from the teacher to the student. It reinforces a crucial relationship between teacher and learner.

Written feedback, at its very best, is an on-going, two-way dialogue between the teacher and student, and it should be visible as regular and continual in any written medium of work used by the students, from folders to exercise books, homework to formal assessments. The marking of students' work incorporates the principles of Assessment for Learning and informs the student of next steps needed to make sustained progress, as well as the teacher of the next steps required in the teaching process. In this way, written feedback informs teacher planning and student progress in equal measure, giving clear, challenging and encouraging targets for improvement, as well as apt indication of where objectives have been met.

Written feedback provided by the teacher should be in a form appropriate for the individual student, and all students must be made aware of the criteria being used for both the production and the assessment of their work. Written feedback allows both parties to reflect on the learning that has taken place and informs precise differentiation for future learning; it should comment, question and instruct as a matter of course.

When marked work is returned to students, it is imperative to plan time for students to reflect upon comments and targets, and respond, in turn, to the teacher. Written feedback should foster the development of an effective learning relationship. Students should be given regular opportunities to assess their own and their peers' work, and have their judgements qualified by the teacher too. Teachers should always record and track student progress, to enable accurate reporting and data entry.

### **Types and Frequency of written feedback**

There are two types of written feedback which teachers and students can use to sustain learning progress:

- **High quality teacher feedback** – as detailed above
- **Student-led self-assessment and peer-feedback** - validated and enriched by the teacher's own comments

## High quality teacher feedback

Written feedback should identify at least one strength and target. It should be set out as follows:

- S** 'Success': a positive comment which relates to their achievement of the learning objectives /success criteria
- T** 'Target' or 'What next': one way in which improvements could be made, with clear suggestions how where appropriate
- Q** 'Question': one or more open-ended questions, asked to encourage reflection (with the expectation that the student shall answer it)

## Marking for Literacy

Work should be marked for literacy using the following symbols:

- Sp indicates a spelling error
- P indicates a punctuation error
- C Indicates that a capital letter has been missed or used incorrectly
- // indicates that a new paragraph should have been started
- ? indicates that the sentence/ answer does not make sense
- ^ indicates that a word or phrase is missing
- N indicates a numerical errors has been made
- Sl Indicates informal English (Slang) has been used.
- T indicates the wrong tense has been used
- St indicates the sentence structure is wrong
- Circle indicates the wrong word has been used within a sentence.

## Monitoring and Evaluation

Subject leaders undertake the work sampling of their subject in accordance with the whole school self-evaluation cycle.

Senior leaders undertake feedback sampling throughout the academic year and feed back to Subject Leaders with their findings.

Training for teachers' marking and written feedback will be offered where necessary.