

Siddal Moor  
Newhouse Road  
Heywood  
Lancashire  
OL10 2NT  
Tel: 01706 369436  
Email: [office@siddalmoor.uk](mailto:office@siddalmoor.uk)  
web: [www.siddalmoor.uk](http://www.siddalmoor.uk)

# Feedback Policy

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Curriculum and Standards Committee on  
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**SIDDAL**  
**MOOR**

Where students *fly high* through the  
expectation of *excellence* in *everything* we do

## Feedback Policy

### **Rationale:**

1. Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal (*Grant Wiggins, p.10*)
2. If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning (*Dylan William, p.30*)
3. The feedback students give teachers can be more powerful than the feedback teachers give students (*Cris Tovani, p.48*)
4. When we give a grade as part of our feedback, students routinely read only as far as the grade (*Peter Johnston, p.64*)
5. Effective feedback occurs during the learning, while there is still time to act on it (*Jan Chappuis, p.36*)
6. Most of the feedback that students receive about their classroom work is from other students – and much of that feedback is wrong (*John Hattie, p.18*)
7. Students need to know their learning target – the specific skill they’re supposed to learn – or else “feedback” is just someone telling them what to do (*Susan Brookhart, p.24*)

All page numbers above refer to the September 2012 issue of Educational Leadership: “*Feedback for Learning*” (Volume 70, Issue 1)

8. Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed through questions that lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. (A marked improvement? EEF, April 2016, p.4)
9. Pupils are unlikely to benefit from feedback unless some time is set aside to enable them to consider and respond. (A marked improvement? EEF, April 2016, p.4)

## **Mission:**

That all students will fly high through diagnostic and supportive feedback.

## **Vision:**

A school that has an appetite for learning at its core for students, staff and members of the community will reflect and act on all aspects of feedback to become lifelong learners.

## **Expectations:**

Feedback will support all students to develop literacy skills to access the curriculum and flourish as young learners.

Feedback will contribute significantly to all students making excellent progress in every subject. High quality feedback supports good teaching and, therefore, supports genuine and sustained progress over time.

Positive feedback increases confidence and supports attendance as students flourish.

High quality feedback is a feature of high quality lessons.

Feedback allows parents to become more involved in the school life of their child through verbal dialogue with their child and teachers.

If students are PROUD of their work, it will help them develop pride in themselves and their school.

## **Aim:**

The feedback policy at Siddal Moor supports the vision and mission of the school through providing students with the feedback they need to understand how to make progress in every subject.

We aim to make sure that feedback is diagnostic, developmental and supportive.

Marking should be manageable for staff:

*“And when I hear of teachers working late into the night marking books ... I marvel at their dedication. I don't want my child to be taught by someone too tired, too stressed and too anxious to do the job well.” (Morgan, 2014).*

In addition, feedback and marking should provide the foundations of planning for future learning sequences. Teachers should respond to the work produced by students and amend their teaching to address misconceptions and misunderstandings as appropriate.

For some subjects, in particular in years 7 to 9, the majority of feedback will be verbal.

## Expectations:

In each piece of feedback, staff must take account of the following:

**PROUD** – students should regularly be reminded and encouraged to keep their work PROUD.

**Specific positive comment** – the teacher should give specific comments that praise the progress of the student, e.g. your work is superb because you have included a range of technical language. These comments should relate directly to the Learning Objective and could be verbal.

**Progress Task or Question** – the teacher should set an appropriate question(s) or task for the student to complete to address misconceptions from the previous work or to challenge them to make the next step in their learning. This should also relate directly to the Learning Objective.

**Legible and Pupil Friendly** – where feedback is written, teachers must make sure students can read their writing and that the words they use are appropriate to the student (i.e. consider reading ages).

Use the '**Editing Code**' to correct literacy appropriately – this means teachers should use the code and must mark for literacy in the work they do mark. However, appropriately means that it remains the professional judgement of the teacher as to how much is marked based on the needs/ability of the student and/or department policy.

**Differentiation** – the majority of feedback should be differentiated and take prior learning into account.

Use of student responses – the teacher should use student responses to inform their planning of subsequent lessons.

Feedback may include:

- Live marking
- Mid-task marking
- Dot marking
- Verbal feedback
- Marking of assessments, tests and examinations
- Peer assessment

NO comments should be written for any reason other than to support the students' progress or to help inform the teacher. Do not write comments aimed at SLT or Curriculum Leaders who may be checking the work.

In each piece of feedback, students must:

Respond appropriately to any written feedback provided by the teacher by completing the question(s) and/or task(s) set.

Correct any grammatical, spelling or punctuation errors as requested.