




# Effective Feedback Policy

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Last Review:	-
Reviewed by:	Desmond Jadoo .
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Approval By:	
Next Review	4 May 2019

## CUL Effective Feedback policy

At CUL Academy we are committed to maximising the impact of feedback and marking on student achievement. John Hattie (2012) states that:

*The most fundamental component of teaching is imparting information to students, assessing and evaluating the students' understanding of this information, and then matching the next teaching act to the present understanding of the student.*

High impact marking and feedback in its various forms is the key to an effective teaching and learning process. At CUL Academy we have a set of core values and standards to ensure that our students are able to gain the best possible advantage from our feedback.

The Purpose of Feedback:

1. Celebration and praise
2. Correction and challenge
3. Guidance on next steps and targets for progression

CUL Academy Principles

### Section 1 - The Fundamental Standards

- a) Student work will be marked regularly. All books/folders/assessments will be marked every two weeks by all teaching staff. Teachers will provide detailed feedback using the CUL Academy marking stamp.
- b) Teachers will make use of a range of marking and feedback methods; written feedback (the more traditional marking), verbal feedback, peer feedback, student self-reflection and electronic feedback (when appropriate, particularly in more practical subjects).
- c) Students will have success criteria, preferably in their books or folders and/or on display in the teaching area, and be able to explain how they can reach the next band or level. Marking will also use this language.
- d) Marking will be differentiated in the Improvement Phase; an individual task that the student will be asked to do in response to the marking of their work. This will happen a minimum of once every three weeks.
- e) Students need reflection time in order to respond and learn from the feedback given.

f) The Improvement Phase or other individual tasks derived from marking should become a planned activity in the subsequent lesson, possibly an extended piece of work. This is good practice of personalised learning.

#### Section 2 - Self-Evaluation and Peer Assessment

a) Teacher marking should be clearly seen and distinguished in **GREEN** Pen . This will promote easy reference to teacher feedback.

b) Student evaluation and peer marking should be in **RED** pen. It needs to be formative in its content and make reference to lesson objectives and/or success criteria.

#### Section 4 - CUL Academy Marking Stamp

a) All teachers will use the *CUL Academy Marking Stamp*. Every student should have at least **one Academy Marking Stamp, per subject, per two weeks**. The stamp will support concise, accurate marking in line with the Teachers' Standards (Point 6).

b) This feedback must include the level/grade that the student is presently working at, as **evidenced** by the preceding pieces of work. This would represent a summative review, rather than the grading of a single piece of work.

c) Information about a student's *Attitude to Learning (ATL)/ Behaviour for Learning* is also required using the grade descriptors 1-4. (1=Outstanding, 2=Good, 3=Satisfactory, 4=Cause for concern)

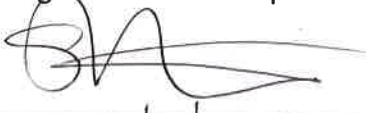
d) It is essential that advice is also given to enable the student to make progress and/or achieve the next level/grade. This again requires the teacher to use explicit reference to **success criteria** that this is acted upon by the student, and then acknowledged.

#### Key Messages:

- o The CUL Academy Marking Stamp must be used every two weeks.
- o Feedback and marking reflection time should be built into lessons. Students need reflection time in order to respond and learn from the feedback given, especially following a deep mark.
- o Teachers will use **GREEN** to mark; students will respond in **RED**.
- o The CUL Academy Marking Code must be used.
- o Verbal feedback should be stamped and noted by the student.

This policy was adopted for full implementation on

This policy will be reviewed by the Governing Body on a 3 yearly cycle and must be signed by the Chair of Governors and the Principal.

Policy Reviewed:	September 2016.
Next Review:	4.5.2018
Signature of Chair of Governors	Signature of Principal 
	4/5/2017