



Holy Cross

CATHOLIC HIGH SCHOOL

Feedback Policy

'I have come that they may have life, and have it to the full' (John 10:10).

Feedback Policy

1. Aim

To ensure that pupils' progress and attainment is regularly and accurately assessed and that feedback clearly helps them to improve.

2. Objectives

- To ensure that pupils' progress is regularly assessed.
- To ensure that feedback has a positive impact on learning and pupil progress.
- To ensure that feedback recognises hard work and effort linked to the learning objectives.

3. Expectations

Teachers are expected to:

- Ensure that pupils receive written feedback once every eight lessons.
- Ensure that written feedback contains commands and instructions on how to improve. Commands may be phrased as a question or prompt to initiate a response from pupils.
- Additional feedback forms *may* take the form of: feedback grids; whole class guidance; marking codes; peer and self-assessment grids related to the success criteria.
- Ensure that written feedback relates specifically to the learning objective.
- Ensure that verbal feedback and whole class feedback is used to address misconceptions and promote pupils' progress during lessons.
- Ensure live marking is used regularly between formal written feedback (this may take the form of verbal feedback). This should focus upon key pupils who may benefit such as DP, EAL, SEND in addition to those who need specific guidance in relation to the learning objective. It is acknowledged that live marking may not be present in every pupil's exercise book.
- Avoid vague statements such as 'good work' as these do not actively facilitate progression.
- Provide DIRT (Dedicated Improvement and Reflection Time) to allow pupils the opportunity to respond to their teacher's comments and subsequently correct and improve their work in green pen.
- During relevant activities, provide pupils with mark schemes and success criteria in order for them to mark and level their own, and their peers' work accurately.
- Provide praise linked to the learning objective to pupils who make considerable effort or progress. Utilise A1 points to praise pupils' work in line with the Behaviour Policy under the praise and reward strand.
- Refrain from using excessive praise as this can lead to confusion over what 'doing well' actually means.
- Ensure that the Whole School Literacy Code is present on the front of all their exercise books (MFL will use their own literacy code applicable to them).

- Identify and amend incorrect spellings. These should focus on subject specific terminology (tier 3 words) to support disciplinary literacy. However, spellings within English and MFL lessons should be identified more widely.
- Highlight a maximum of five literacy errors for any one pupil.
- Use the whole school literacy codes to draw attention to aspects of literacy.

Marking and the implementation of this policy is the responsibility of all teachers.

Pupils are expected to:

- Self-assess and correct any errors identified by their teacher in green pen.
- Respond to their teacher's commands and instructions in green pen.
- Redraft work as directed by their teacher in green pen.
- Peer assess in purple pen.

Subject Leaders are expected to:

- Ensure that their curriculum area feedback policy enables the Whole School Feedback Policy to be effectively implemented.
- Ensure that the impact of the curriculum area feedback policy is monitored by routinely reviewing pupils' work. Book Reviews should be conducted in line with the whole school calendar and informally through departmental QA on a regular basis.
- Ensure that teaching staff within the curriculum area know which work they should provide written feedback for. This should be clearly specified on schemes of learning.

The Leadership Team are expected to:

- Monitor the implementation of the Whole School Feedback Policy.
- Regularly scrutinise pupils' work to assess the quality and positive impact of written feedback on pupil progress.

A Review of the Feedback Policy will take place in Autumn 2026