

Feed Forward Policy



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VERSION	2
SUPERSEDES VERSION	1
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FURTHER INFORMATION / GUIDANCE	Redhill Academy Trust Marking and Feedback Policy

This Policy is underpinned by the principle that we believe:

- All students should receive quality feedback
- All feedback should focus on moving learning forwards
- All feedback should improve the learner not the work

Key Principles:

At Brookfield we believe that feedback:

- Should be used in conjunction with high quality instruction
- Should be timely and given at the point of need
- Should be easy to understand, record and react to by the student
- Should be acted upon by the student because time has been made for meaningful response
- Should be used both formatively and summatively to identify and address gaps in learning
- Should be constructive, motivational and promote independence
- Should prioritise the impact rather than the method, in order to be as time-efficient as possible

Guide to marking and feedback:

Feedback must:

- Be provided by the teacher at timely intervals as outlined in departmental assessment and feedback plans
- (When written) be diagnostic, subject specific and have clear WWWs and EBIs that students understand
- (When written) be in red pen, with student responses being in green pen so that students can reflect on what, how and where they have improved and addressed the EBIs
- Provide comment on students' learning rather than on generic tasks (ie mind maps/class notes etc)
- Enable students to respond when this will improve learning during PRIDE
- Be an integral part of lesson planning and medium/long term planning

Feedback can:

- Include the use of subject specific codes/statements
- Comment on presentation and literacy but not at the cost of subject specific diagnostic feedback

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- Be written or verbal
- Be aimed at an individual, a group or a whole class
- Be provided during or after a task
- Focus on improving a specific type of task, a core skill or an aspect of the student's own self-regulation.

The marking of literacy

The following symbols and codes will be printed on stickers and should be placed on the front of students' exercise books so both the teacher and student can refer to them during the marking and PRIDE process.

These codes and symbols should be used to set high expectations and improve the quality of students' presentation and their written expression.

Marking and literacy symbols (these should not be WWWs or EBIs)

Symbol	Meaning
✓	Correct/good point/well written
X	Incorrect/wrong point
Sp	Correct a spelling mistake
CL	Use a capital letter
P	Add punctuation (circle the space)
?	This does not make sense/the handwriting or sentence needs to be clearer
^	You need to add a word at this point
//	You need to start a new paragraph

Presentation expectations

- All work should have an underlined title and date
- Writing should be in black or blue
- PRIDE work should be labelled 'PRIDE' and written in green
- A pencil should be used for any diagrams
- Sheets should be stuck into books
- Where appropriate, a ruler should be used (when drawing graphs etc)
- Mistakes should be crossed out with a single line
- There should be no graffiti either on or in books

Brookfield Rewards

When a Brookfield Reward is given to students for something deserving of recognition, the following symbol should be used in students' exercise books:



Rewards should also be entered using 'achievement details' on Class Charts.

The Brookfield Feedback Policy is underpinned by the aims, application and outcomes made clear in the Redhill Marking and Feedback Policy below.

Redhill Academy Trust Marking and Feedback Policy

Aim

To raise the achievement of all students by:

- Indicating current performance
- Diagnosing areas for improvement
- Providing guidance on how to improve
- Improving levels of literacy
- Setting high expectations of the standard of work produced
- Informing teachers' planning
- Instilling the need for high quality presentation

Application

Feedback will:

- Give specific details of the strengths of the students' work
- Identify mistakes, misconceptions and literacy errors
- Lead to dedicated time for correcting literacy errors (especially SpaG errors)
- Involve setting clear targets and giving advice on how to improve the work in order to make greater progress
- Lead to time for acting upon advice and working towards targets by completing sufficiently challenging tasks
- Establish high expectations for the way in which tasks are completed
- Involve recording the band or grade achieved, where appropriate

All teachers should keep appropriate records of the performance of their students.

Marking and feedback will:

- Cover classwork and homework which should be marked and returned promptly, regularly and consistently across all departments
- Challenge work that is not presented to a high standard
- Involve key pieces of work being marked according to the feedback principles, whilst other marking will acknowledge task completion

Outcome

The achievement of all will be raised by students:

- Knowing their current levels of performance
- Knowing specifically the areas they need to improve
- Understanding that they need to do to improve these areas and being given the time to do so within lessons
- Having higher levels of literacy
- Producing consistent high quality work.

Teachers will be well informed of their students' knowledge, skills and understanding so they can plan appropriate sequences of learning.