



LongfieldAcademy

Feedback Policy

September 2024

Review Date: September 2025

J Lane

Feedback

Intent

At Longfield Academy, we recognise the positive impact high-quality feedback has on academic progress for students and how it is a core element to enable them to 'achieve beyond expectations'. It is important that the academy uses consistent methods of feedback so that every student has a clear understanding of how to improve their learning. This feedback will highlight where students are doing well and where there are areas for development, thereby giving them a key focus to drive progress. It will also be used by teachers to monitor the progress of their students and inform future lesson planning, which ensures any misconceptions or misunderstandings will be addressed.

Research

This feedback policy has been developed alongside research from the [Education Endowment Foundation](#) (EEF). The research found that high-quality feedback significantly improved the progress of students and that it should come in a variety of sources, rather than solely based on more traditional forms such as teacher marking. Another key finding was that effective feedback can increase a student's progress by seven months or more. This emphasises the importance of feedback for every student in all their subjects.

How Feedback is Given

There are five forms of effective feedback that students will receive throughout their learning.

Assessment:

- In red pen, a teacher gives detailed and high-quality feedback after an assessment
- It focuses on the student's individual area(s) of strength and area(s) for development
- A learning reflection sheet is completed and this is kept in the student's record of progress folder

Live:

- During the lesson, a teacher will tour the classroom to check on the learning in the lesson
- Orange highlighters will be used to direct a student to an error in their work (literacy, knowledge etc)
- Green highlighters will be used to direct a student to excellent work
- Any live feedback comments that a teacher writes will be in red pen

Verbal:

- When feeding back after an assessment, a teacher will give general feedback to the whole class
- It focuses on common misconceptions as well as any area(s) of strength and area(s) for development
- In purple pen, students write this feedback in their exercise books
- This feedback will be evident in every lesson through the various teaching strategies used, such as a teacher giving feedback to writing tasks, group work or responses to questions

Self:

- Using the success criteria shared by the teacher, the student reflects on their work and gives themselves feedback
- It focuses on the student's individual area(s) of strength and area(s) for development
- In purple pen, students write this feedback in their exercise books
- The teacher will monitor the student's ability to give effective feedback and advise them where necessary

Peer:

- Using the success criteria shared by the teacher, the student reflects on their peer's work and gives them feedback
- It focuses on the student's individual area(s) of strength and area(s) for development
- In purple pen, the student writes this feedback in their peer's exercise book
- The teacher will monitor the student's ability to give effective feedback and advise them where necessary

Feedback will also be given for homework that has been completed. The method of feedback will be determined by the teacher and the nature of the task.

Records of Progress

Each subject has a record of progress where students keep their assessments and learning reflection sheets together. This is a clear record that details how a student is progressing. Each learning reflection sheet has detailed and high-quality feedback from the teacher marking the assessment. This folder remains in the academy and should not be taken home.

As part of every learning reflection sheet which students complete after an assessment, students will be required to complete a challenge pathway task. There will be a range of tasks for the class but students will be directed to complete one that is particular to developing their knowledge or skills. These tasks are completed by the student in purple pen.

Literacy

Literacy is fundamental to student progress in all their subjects. In every subject assessment, teachers will identify literacy errors using a red pen and the following codes (which are printed on every exercise book and record of progress):

LITERACY

✓	Clear point	✓✓	Excellent work
S	Spelling error	C	Capital letter error
P	Punctuation error	G	Grammar error
?	Confusing point	^	Missing word/work
/	New sentence	//	New paragraph

Teachers will limit the number of errors identified to three per A4 page of paper. This is to ensure students are not overwhelmed with corrections and can focus on key areas particular to their own literacy skills. Students will then be given an opportunity to correct this.

Alongside this, the teacher will use data such as NGRT to explicitly teach literacy within their subject areas. For example in history, the use of commas and appositives to write content rich sentences.

Monitoring Feedback

A range of effective feedback should be evidenced in exercise books and records of progress. The quality and quantity of feedback will be reviewed during departmental work scrutinies by Directors of Learning every module, and during academy work scrutinies by the Senior Leadership Team twice a year. At each academy review, Directors of Learning will be given areas of strength to share with other departments, and areas for development for them to focus on for the next review. This information will be stored on the department's teaching and learning tracker.