



Written Feedback Policy

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To enable students to thrive, make sustained progress, they will be provided with:

- **Quality written feedback on a regular basis**
- **A personalised two-way teaching and learning dialogue including insightful questioning**
- **Consistency to help support their progress and enhanced differentiation through well informed planning**

Principles of Written Feedback at Driffield School and Sixth Form

Quality written feedback is an integral element of teaching. Research from the Sutton Trust, indicates that quality written and personalised feedback has one of the greatest impacts on students' progress, adding up to 8 months progress to an individual's performance. The marking of students' work extends the differentiated learning experience beyond the classroom by incorporating the principles of Assessment for Learning (AfL), which informs the student and teacher of the next steps needed to make sustained progress. Written feedback should inform teacher planning as well as student progress, enabling a highly personalised learning relationship between the teacher and student to be developed.

When most effective, written feedback is an on-going, two-way dialogue between the teacher and student, which is not only visible to the student but is also appropriate and can be understood by the individual. Written feedback should be regular and continual in any medium of work used by the students, from folders to exercise books, homework to formal assessments.

When marked work is returned to students, it is imperative to plan time for students to reflect upon the written feedback, and respond using a pen of a different colour (preferably purple). Teachers should continue the learning dialogue with students by checking their purple pen improvements and commenting where appropriate. Teachers should always record and track student progress, to enable accurate reporting and data entry.

Types of written feedback

There are two types of written feedback which teachers and students can use to sustain learning and progress:

- **High quality teacher feedback**
- **Student-led self-assessment and peer-feedback** – this should always be validated and enriched by the teacher's own written comments

Frequency of written feedback

Teachers must make accurate and productive use of assessment to check students' understanding, giving regular feedback, which the students should respond to;

- KS5 students should have an A level style assessment at least fortnightly
- Year 11 should receive weekly written feedback
- Year 10 should receive fortnightly written feedback

- KS3 Core subjects (English, Maths and Science) should receive fortnightly written feedback
- KS3 subjects (other than core) should receive written feedback every three weeks

Where classes are split/ shared, this frequency is per class, not per teacher

Form of written feedback

Written feedback should identify at least one strength and a target. It should be set out as follows:

- S** **‘Success’:** a positive comment which relates to their achievement of the learning objectives/success criteria
- T** **‘Target’ or ‘What Next’:** one way in which improvements can be made, with clear suggestions where appropriate
- Q** **‘Question’:** one or more open ended questions, asked to encourage reflection (with the expectation that the student shall answer it).

Marking for Literacy

Work should be marked for literacy using the following symbols:

- Sp indicates a spelling error
- © indicates that a capital letter has been missed
- O indicates that a full stop has been missed
- _ indicates the need for punctuation or a change to the existing punctuation
- Λ indicates that a word or phrase is missing
- P indicates that a new paragraph should begin
- // indicates within text where a new paragraph should have been started
- ? indicates that the sentence/ answer does not make sense

Monitoring and Evaluation

- Subject leaders undertake work sampling of their subject in accordance with the whole school self-evaluation cycle.
- Senior leaders undertake feedback sampling throughout the academic year and feed back to Subject Leaders with their findings.
- Training for teachers on marking and written feedback will be a key element of future staff development.