



Wombwell High School Feedback Policy



The aim of our feedback policy is:

- To raise student attainment by ensuring all students benefit from receiving effective feedback as a result of a coherent approach across our school

Effective written and verbal feedback is:

SPECIFIC	CONSTRUCTIVE	TIMELY	STUDENT-LED
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1. Focus on the success criteria (**Specific**)
2. Provide clear targets for improvement (**Constructive**)
3. Ensure students immediately act on feedback (**Timely**)
4. Provide opportunities for peer/self assessment (**Student-led**)

Our school format for written feedback is:

Two stars and a wish



A star is a **positive comment** which highlights excellence by explaining how students met an aspect of the **success criteria** for the work

* You **describe impacts in detail** because you look at effects on people, economy and environment
*You **use key terminology** well Mike, such as 'infrastructure'



A wish is a **target** for the student to **act on immediately or within a short-time frame** to improve the work

✓ Show you can consider other people's opinions by explaining the viewpoint of the government :

- Two stars and a wish must be incorporated into all KS3 and KS4 feedback

Teachers will use feedback to drive up standards of literacy by:

- Highlighting up to five literacy errors in students work using the symbols below and encouraging students to act immediately to amend errors:

Symbol	Meaning
SP	Spelling Error (focussing on subject specific terms first of all)
G	Grammar Error (e.g. a capital letter / new paragraph needed)
P	Punctuation Error (e.g. an absent full stop or comma)




Frequency of Feedback:

- Students must receive written feedback as two stars and a wish from a teacher every two weeks (this may be in response to class work, homework or assessment) except where the frequency of lessons are 1 per week as in RE/PSHE where the period can be extended to a maximum of 4 weeks
- All independent class work must receive feedback, so self and peer assessment must be used to ensure this takes place (ideally with students using a different pen to evidence this)
- Students should complete a summative assessment every 4 weeks which provides a measure of their current NC Level or GCSE Grade






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Formative Assessment	
	Underachieved relative to your standards
	Satisfactory relative to your standards
	Excellent relative to your standards

Grading to accompany written feedback:

- The ideal feedback for ensuring students digest and act-on advice is 'comment-only marking' (the grade can still be recorded on a teacher marksheet)
- If formative assessment work (e.g. class work, homework) is to be graded it should be done so with a traffic light based on your expectations given the ability of that student
- Summative assessments at Key Stage 3 should be given an NC Level and traffic light based on target level
- Summative assessments at Key Stage 4 should be given a GCSE grade and traffic light based on target grade

Summative Assessment	
	Below Likely Target
	Attained Likely Target
	Attained Aspirational Target

Feedback and assessment responsibilities of a student:

- To act on wishes (targets) set by their teachers
- To present work professionally and try to amend literacy errors highlighted by their teachers
- To complete self and peer assessment activities led by their teachers (ideally in a different pen)

Feedback and assessment responsibilities of a teacher:

- To provide feedback which is specific, constructive, timely and student-led
- To mark in the 'two stars and a wish' format
- To give students time to act on feedback
- To check students are acting on feedback
- To highlight up to five literacy errors in students work and encourage them to amend these
- To reward students for exceptional effort and progress
- To use assessment data to inform lesson planning
- To include NC Levels/GCSE Grades in lesson outcomes
- To record assessment and marking data for all students

Additional feedback responsibilities of a Head of Department:

- To ensure their department is effectively employing strategies for formative assessment (processes taking students from current attainment to their learning goal) and summative assessment (measuring understanding)
- To ensure the moderation and standardisation of assessment levels and grades within their department
- To monitor the frequency and quality of feedback within their department through work scrutiny and by checking mark books
- To identify and share best practice and to offer support if it is needed

Feedback and assessment responsibilities of The Senior Leadership Team:

- To monitor the frequency and quality of assessment across the school, recognising best practice and facilitating the sharing of this practice, and identifying and supporting where development is needed