



**FEEDBACK AND  
RESPONSE POLICY**

**Central Premise:** It is essential that students know how to make progress and are **motivated** to do so. For this to happen, subject teachers need to ensure that students know the right answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If students can answer these questions **meaningfully**, are able to respond to feedback in subject specific detail or tackle subsequent work in greater depth, they are receiving effective feedback that will aid progress.

To support student routines, teachers give feedback in **red** and students respond in **green**.

MEANINGFUL		MOTIVATIONAL		MANAGEABLE	
<b>EVIDENCE</b>	a. Dialogic b. Student engagement with marking process c. Modelling for HPA, SEN, PP d. Summative	<b>EVIDENCE</b>	a. Praise b. Targets for improvement	<b>EVIDENCE</b>	a. Students working harder than teachers - extended writing b. Peer and self-assessment (signed off by teacher)
<b>EXAMPLES OF BEST PRACTICE</b>	a. Teacher question with student response (Humanities; Eng; PE) b. Yellow box tasks (Eng); Topic Marking Sheets (Maths); Response to grade grids (Sci); Dot marking (Art); Follow-up tasks (Computing) c. WAGOLL (Humanities) d. Assessed work	<b>EXAMPLES OF BEST PRACTICE</b>	a. Link to Achievement Points; WWW; stickers; stampers; smiley faces; good presentation b. EBI / Next step comment (Eng; MFL)	<b>EXAMPLES OF BEST PRACTICE</b>	a. Longer chunks of text, from 3/4 of a page onwards as a typical feature of written learning (Eng; SMSC; Humanities) b. Low stakes quizzes (Maths; MFL; Music); applying assessment criteria (Humanities)