FEEDBACK AND RESPONSE POLICY

Central Premise

At JFCS, we are **committed** to ensuring students are **ambitious** when upgrading their work so that they can be **proud** of their efforts to be #nothingshortofremarkable.

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 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 and are able to respond in subject specific detail or tackle subsequent work in greater depth, they are receiving effective feedback that will aid progress. This will be achieved through the employment of workload reducing strategies applied to key pieces of work, to ensure that feedback is manageable.

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

MEANINGFUL	MOTIVATIONAL	MANAGEABLE
a. Teachers provide dialogic and diagnostic feedback on key pieces of work identified on schemes of work	a. Teachers provide dialogic and diagnostic feedback that is comprised of: 1. Praise linked to knowledge and skills 2. Areas for improvement	a. Teachers implement department specific workload reducing strategies e.g. grade grids, yellow box marking sheet, WAGOLLS, feedback sheets
b. Teachers mark for literacy on key pieces of work identified on schemes of work	b. Teachers are not expected to tick and flick every page, but purposeful tick and flick may be used to help motivate students	b. Teachers ensure peer and self-assessment is always structured by the teacher
c. Teachers provide summative feedback in line with department assessment calendars		c. Teachers follow the frequency of marking stated on individual department Feedback and Response Policies
d. Teachers plan dedicated upgrade time into lessons		
e. Teachers ensure students upgrade their work to become #nothingshortofremarkable		