



The King's (The Cathedral) School

Feedback Policy

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Feedback Policy

Purpose

This policy establishes a clear and consistent approach to excellence in summative assessment and formative feedback at The King's School. Its primary aim is to improve pupil progress and outcomes while ensuring staff workload remains manageable.

Principles of Effective Feedback

Feedback must be **meaningful, manageable and motivating**. Feedback should be effective in promoting pupil progress whilst being sustainable for staff.

Feedback is effective when it:

- acknowledges pupil effort, progress and celebrate success
- encourages pupils to act on feedback in subsequent responses
- enables teachers and pupils to make decisions about what to do next: evaluate the impact of lessons; to plan future lessons, and to differentiate for groups and individuals
- provides reliable information to parents about pupil progress
- includes a wide range of different approaches including written and verbal feedback; whole class feedback; self and peer assessment
- is given time and space in lessons to be discussed, responded to and acted upon.

Method and Frequency

Summative Assessment Feedback

There are three Assessment Points for all pupils in all subjects across the year which report on current attainment and projected grades. Pupils are assessed in controlled conditions to provide Current Attainment for this summative data.

For classroom-based assessments or internal exams, Teachers must provide:

- Clear feedback based on mark schemes as available
- Scores or percentages
- Whole-class review of the assessment and clear guidance for improvement
- It is expected that this summative feedback is prioritised, detailed and accurate to ensure reporting at each assessment point is timely and accurate.

Moderation is encouraged for classroom-based assessments and is strongly advised for feedback in examinations. This may take one of the following formats:

- Departmental discussion
- Head of Department sampling
- Teacher Peer moderation
- Teacher responsibility for marking a particular question.

Formative Assessment Feedback

Formative assessment prepares pupils for summative success and takes place regularly in lessons and homework informing the wider range of evidence for the 'Projected Grade' collected at Assessment Points.

Formative feedback will take a greater variety of forms than Summative Feedback; some of which may be less obvious than the written comments or scores for Summative Assessment.

Formative feedback may include a range of the following approaches:

- Verbal feedback and discussions
- Live marking and Observation
- Whole-class feedback
- Questioning and low-stakes quizzes
- Self and peer assessment
- Written comments
- Feedback grids or success criteria checks
- School Approved Online platforms (Teams, Seneca)
- Re-teaching key concepts.

Homework should be checked for completion promptly, although the style of feedback is at the discretion of the teacher.

This list is non-exhaustive but is suggestive of the wide range of efficient but effective feedback methods available. While there is not set expectation of frequency, there should be evidence available that formative feedback has taken place over time.

Communicating Outcomes and Success

Summative assessment:

- In Key Stage 3, raw scores can be shared when indicated by the Head of Department
- In Key stage 3, Grades can only be shared with students after the Head of Department has completed the Relative Performance curve in accordance with the assessment policy
- In Key Stage 4 and 5, both raw scores and grades will be shared at the discretion of the Head of Department.

Formative assessment:

- Preparatory work may not receive any scores or grades
- Where scores or grades are used, this should be communicated as indicative only
- Classwork grades should mirror the reporting Grades of 1=Excellent, 2=Good and 3=Improvement needed. A 1* is indicative of outstanding.

Where a department chooses to use an alternative system for communicating success, this must be stuck in the exercise book, folder or workbook to ensure that it is well understood by all.

Monitoring Books and Folders

Teachers should monitor students' behaviour and attitudes towards learning, ensuring high standards of work and presentation and checking basic literacy within student exercise books and folders. This can be achieved through in class checks, spot checks of specific students or book reviews.

However, there is no expectation that a teacher routinely marks notes completed in class. We believe it imperative that the teacher provides clear expectations (e.g. underline title), supports literacy (e.g. Emphasis on spelling of specialist vocabulary) and develops core writing and numeracy skills (e.g. through writing poems or model answers) as a regular and consistent part of their teaching.

Literacy across the Curriculum

All teachers are teachers of Literacy and have a responsibility to support literacy standards.

Literacy feedback should include:

- Checking the accurate use of subject specific vocabulary
- Ensuring high expectations on basic literacy: full stops, question marks and capital letters
- Identifying basic spelling errors
- Providing opportunities and time for pupils to make corrections.

Inclusion

Feedback must be inclusive and adapted to meet the needs of all pupils, including those with SEND and vulnerable learner groups.

- Feedback should maintain high expectations of standards for all groups of learners
- Progress should be considered in relation to starting points and individual needs
- Teachers should make reasonable adjustments to the style and quantity of feedback
- Feedback should provide appropriate support
- Feedback should inform the understanding of individual needs and support early identification of SEND.

Other Related Policies

To be read in conjunction with the Assessment Policy; Homework Policy; ICT Acceptable Use Policy; AI Acceptable Use; Staff Code of Conduct.