

Leek High School

Feedback Policy



Introduction

Leek High School has as our primary aim, outstanding student learning. The single most powerful key in learner development is feedback. Feedback has two key elements, the formative and the summative. Formative feedback is about feedback and feed forward, what a student needs to do next to improve. Summative feedback is about what a student has achieved at the end of a phase of learning.

Feedback can and should have an impact on learners. Leek High School is committed to constructive feedback aimed at improving a learner's work balanced by a celebration of the positive aspects of the work.

Learners are entitled to expect:

- Feedback that identifies and celebrates strengths as well as next steps
- Regular and timely feedback on their progress
- Assessment activities that are manageable for learners and teachers
- A range of assessment methods such as peer assessment, self-assessment and teacher assessment
- Clear criteria for their assessment before the assessment takes place
- Time to respond to feedback in order that it informs next steps
- Personalised feedback and intervention where appropriate
- Teachers to use assessment to inform planning and personalised target setting
- Regular feedback on literacy across the curriculum

To support this we expect learners to:

- Take time to reflect on feedback
- Use feedback to improve their attainment
- Carefully review their own work where appropriate
- Engage in giving their peers good quality feedback where appropriate
- To, with the help of their teachers, become more independent in the identification of their strengths and next steps

To further support this we expect parents and carers to:

- Encourage students to aim high
- Take an interest in the feedback students receive, helping them to celebrate their successes and identify their next steps

Signed by:

Headteacher

Date:

Chair of governors

Date:

