

# The Leek Federation



## Feedback Policy

### PRINCIPLES

The Leek Federation and St. Edward's have as their 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. The Leek Federation and St. Edward's are committed to constructive feedback aimed at improving a learner's work balanced by a celebration of the positive aspects of the work.

### THEREFORE, LEARNERS ARE ENTITLED TO EXPECT:

- Feedback that identifies and celebrates strengths as well as next steps
- Regular 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

### 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

### IN FURTHER SUPPORT OF 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

**ADOPTED BY THE GOVERNORS ON:** February 2015

**POLICY REVIEW DATE:** February 2017