



SAINTS PETER & PAUL
CATHOLIC COLLEGE

FEEDBACK POLICY

COLLEGE MISSION STATEMENT

Saints Peter and Paul Catholic College is a community where all are valued as children of God with gifts and talents to develop and share with our world:

Inspired by the Spirit of God we strive to:

- Be a community where we always behave in a way which respects the dignity of each person.
- Provide a learning culture which challenges all to achieve their potential.
- Promote the growth, health and wellbeing of all through high quality enriching experiences in a safe and secure environment.
- Support all members of the College community and celebrate their achievements.
- Nurture the journey of faith and discovery of each individual; enabling all to take their places in our diverse society as confident Christian citizens, alive with the love of God.

Rationale

Feedback needs to be meaningful, manageable, motivating and is only of value if it improves student learning and progress. Regular and effective feedback is essential to provide students with the tools and skills to become independent learners and owners of their own learning and progress. Feedback is an intrinsic part of effective teaching and learning, creating an enriching and stimulating learning experience where students feel valued.

According to research carried out by the Sutton Trust student in a class where high quality feedback is provided will make on average eight months more progress over the course of a year compared to another class of student who were performing at the same level at the start of the year

The Sutton Trust provides the following summary of effective feedback:

'Feedback is the information given to the learner and/or teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or reinforces either the teacher's or learner's actions itself, about the process of activity, about the students management of learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers'

Leadership Team Member: Phil Boulton

Governor: Jim Wilson

Date: APRIL 2017

Review Date: APRIL 2020

This policy sets out key principles of effective feedback

- Identify the 'learning gaps including SPAG' of individual students.
- Be specific and clearly focused on learning goals, with a view to moving on the learning of individual students.
- Celebrate success, focus on what students are getting right so they can continue to do so.
- Directed improvement and reflection time (DIRT) to ensure students respond to feedback and can work towards closing their learning gap.
- Can take a variety of forms including teacher to student; student to teacher; student to student; written and verbal; focused on classwork, homework and assessments.
- Informs future planning in order to meet to the needs of individual students.
- Is an ongoing and essential part of excellent pedagogy, used to deepen learning and improve teaching.
- Be challenging and used to encourage students to aspire to excellence.

Different forms of feedback will be more appropriate for different subjects. Subject areas, using the key principles, will decide on how feedback is **consistently** used to improve student learning and progress.

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