



## Feedback Policy (Secondary)

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*Brandon Fawcett*

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## Introduction

The school is named after Cardinal Nicholas Wiseman who became the first Cardinal upon the re-establishment of the Catholic hierarchy in England and Wales in 1850. His coat of arms is displayed on every student's blazer. The motto is 'All things for Christ' therefore faith is at the heart of everything we do, as well as recognising that we are all made in the image of God.

### 1. Feedback at Cardinal Wiseman

There are several types of feedback that teachers can use. Marking and feedback is the responsibility of the class teacher however our aim is to maximise the responsibility of our students to check, correct and re-draft their work. Teachers mark work using red pen, students should use green pen to make correction and respond to feedback.

- **Recap Knowledge activities every lesson**
- **Whole-class feedback**
- **Exams formative assessment**
- **Verbal feedback**
- **Peer and self**
- **Teacher diagnostic marking (red pen), at least twice in a half term.**
- **Staff should use WWW- What went well and EBI – even better if.**

### 2. Key Principles

1. A 5-minute recap activities built into the start of each lesson to reinforce and test knowledge thus providing immediate feedback. This is in line with Rosenshine Principles.
2. Summative assessments for Key Stages 4 and 5 will take place as calendared and will be marked using examination mark schemes and criteria for GCSE/A Level. Departments will moderate assessed work for quality assurance and standardisation. Work may also be standardised by colleagues in other schools.
3. Key Stage 3 assessments will have an emphasis on knowledge and will equate to a % mark to indicate progress. In Year 9 assessments and feedback will begin to become more akin to GCSE in order to transition students into the demands of Key Stage 4.
4. Summative assessments for Key Stage 3 will occur a minimum of two times per academic year in the form of cumulative knowledge-based assessments. The results of these summative tests will inform both setting for pupils and subsequent teaching. Summative assessments will be communicated to parents.
5. Assessments points should be clearly signposted in each faculty's schemes of work.
6. Extended writing pieces should be marked for SPAG where appropriate.
7. The quality of education will be monitored regularly by Heads of Faculty and SLT in accordance with the QA calendar.
8. Students will be given appropriate time in lessons to improve upon feedback in green pen. Students are expected to act upon the feedback received so that misconceptions and misunderstandings and errors can be addressed and corrected. Students must complete a 'Student Response' in green pen, which can take a number of forms depending upon the subject and nature of the assessment. For example, students could make the improvements in green on the body of work. Alternatively, they could redraft or make improvements to a certain section of their work and write it under 'Student Response'. Teachers will monitor that students have responded adequately to their feedback.
9. High quality work and effort will be rewarded in a variety of ways from positive points, praise postcards or phone calls home.

### **3. Monitoring and Intervention**

It is the professional responsibility of classroom teachers to ensure that students receive a variety of methods of feedback on a regular basis and keep clear and appropriate records. The quality of marking and feedback will be monitored by Line Managers in accordance with calendared quality assurance. This may involve looking at books, learning walks or student voice. The generalised outcomes of quality assurance will be shared with subject areas and individuals and may inform part of the appraisal process. Assessment data will be used to identify underachievement and intervention strategies should be led in departments or through the Raising Attainment Team.

As part of the Raising Achievement Cycle, all staff must utilise the impact reports provided after summative assessments. Feedback and targeted interventions should be summarised and used to inform lesson planning and address misconceptions.

### **4. Homework**

#### **Key Stage 3 Students**

Homework may take different forms throughout the year and may include projects, presentations as well as opportunities for extended writing. It is the responsibility of the class teacher and Heads of Department/ Faculty to set and monitor the quality as well as the frequency of homework. It is expected that homework is set weekly or fortnightly depending on subject allocation. Staff will record homework via Teams and set appropriate tasks on there. Apps such as Bedrock Vocabulary may be set as additional homework across Key Stage 3.

#### **Key Stages 4 and 5**

Homework for Years 10, 11 and post 16 students will be set to encourage independent study as well as the recall and application of knowledge. GCSEPOD, SENECA and Bedrock Vocabulary are a variety of apps that may be available for students to support with their revision. Tasks should be completed at home and teachers will monitor these during lessons. Home will be set on Teams.

Arbor will be used to record homework performance and completion.

### **5. Monitoring and Review**

The Board of Directors delegate the implementation of this policy to the Academy Committee. This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

## Tips for reducing workload and increasing the impact of marking by enhancing student engagement with written formative feedback.

Instead of...	The teacher...	The student...
writing annotations in the body of a piece of work and giving an overall comment	only writes an overall WWW/Ebi comment	annotates areas of their work to show WWW and areas for improvement (Ebi)
writing extensive comments	only gives one WWW and one Ebi	works to show improvements on the one issue identified
writing well done you have... next to good aspects of the work	puts a double tick next to the best parts of the work	adds a reason for the double ticks
marking every question in detail	only marks highlighted questions in detail. There is no expectation that all class notes will be marked.	marks/ peer marks the work before it is submitted, highlighting the two areas where they would like most help
writing the same explanation on every piece of work when the same mistake is made by many students	goes over the question in class through whole class feedback method	writes their own correct answer
writing out a full solution when a student gets a question wrong	writes a hint or the next step.	completes the correction
correcting work when a student makes a small mistake	writes? (unclear or muddled work)	the student makes their own corrections
marking only extended pieces of work	reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in poor work!
giving back work and moving straight on	Factor in time to provide students time in the lesson to write a comment and act on the Ebi feedback given.	students read and engage with the Ebi before beginning the improvement task or completing more work.

### SPAG Marking Codes:

- We should use only abbreviations that students understand.
- For clarity and simplicity, we should use only the symbols below:

**When marking for literacy (SPAG) the following guidance is to be used. This is also stuck into students' books.**

✓	for good or correct work
?	for unclear or muddled work
X	for a factually incorrect answer
sp	for a spelling error and the error underlined
gr	for a grammatical error and the error underlined
p	for a punctuation error and a circle in the place where the punctuation is missing or underlined
//	for a new paragraph
^	for something missed out (with a comment in the margin to explain).

**If we wish to say anything else, we should use words.**