

Date ratified at Full
Governors' Meeting

7 July 2022



Review

TLS Governors
Committee

FEEDBACK POLICY

NOTRE DAME HIGH SCHOOL

Part of St John the Baptist Catholic Multi Academy Trust
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB

THE SCHOOL MISSION STATEMENT

I have come so that they may have life and have it to the full
(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Company Secretary on 01603 611431 and we will do our best to help.

NDHS Feedback Policy

Purpose: feedback is to move learning forward. It makes clear to pupils how to progress.

Prior to Feedback: high quality teaching sets the learning intentions and assesses the learning gaps (which feedback will address)

Principles of Feedback at NDHS:

1. Pupils' work is seen and known, so that it informs our teaching.
2. Pupils receive *continuous feedback*, which takes many forms.

Forms of Continuous Feedback

- **Verbal feedback:** Teachers talk with students about their work. Our teaching addresses misconceptions and sets clear learning aims for all. Questioning and discussion move learning forward. We circulate the room, providing targeted support and additional challenge (particularly for PP, SEND, EAL pupils, and any pupils not making expected progress)
- **Tasks with in-built feedback:** Some tasks provide in-built feedback to pupils on their knowledge or skills. For instance a low stakes quiz; a tightly controlled peer or self-evaluation; or an online/digital platform.
- **Responsive teaching.** Checking books and talking about work does *not* have to involve written feedback. Teachers sometimes respond to gaps in learning through re-teaching, modelling improvements and giving direct instructions to pupils about how to improve.
- **Selective written feedback:**
This is the least immediate and most time consuming. Therefore, the frequency is decided by the HODS as the lead subject specialists. Written comments should clearly indicate what went well and actionable targets for pupils to act upon.

All Heads of Subject at Notre Dame:

- Create a “department written feedback plan” (Appendix A).
- Base this plan on their best judgement of what most benefits learning in their subject(s) whilst balancing this with the workload of all teachers.
- Monitor fidelity to their plan and revise it where necessary.

All Teachers at Notre Dame:

- Monitor pupils' work (for example whilst pupils are working and through book looks)
- Provide continuous feedback in a variety of forms (as described above)
- Provide summative scores/grades for formal assessments (3 a year for KS3/KS4, 6 for KS5)
- Provide written comments as stipulated by the “department written feedback plan”
- Provide time and opportunity for pupils to respond to feedback.

Teachers do not:

- Exceed the written marking expectations of their “department written feedback plan”

