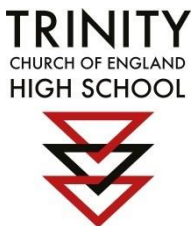


## FEEDBACK POLICY

 <p><b>TRINITY</b> CHURCH OF ENGLAND HIGH SCHOOL</p>	<b>Reviewed by:</b>	Head and Leadership Team
	<b>Approved by:</b>	Head
	<b>Date approved:</b>	July 2025
	<b>Date adopted:</b>	1 <sup>st</sup> September, 2025
	<b>Next review due by:</b>	End of 2027/28 academic year

### AIM/PURPOSE AND GENERAL PRINCIPLES

Effective feedback moves learning forward.

The aim of this policy is to provide staff with a clear framework for how feedback is given. Effective formative feedback is one of the most useful strategies to enable learners to progress. While there will be consistency across school in many aspects of feedback there will also be differences.

At Trinity, feedback between teacher and pupil takes many forms. This includes immediate verbal interaction between teacher and pupil, whole class feedback using a visualiser and targeted improvement tasks set following a particular assessment.

We recognise that high quality instruction in the classroom is essential to enabling the most effective feedback. The teacher needs to ensure there are appropriate opportunities for feedback between themselves and the pupils. Feedback happens in both directions to help the teacher better plan for future learning. For example, a teacher may use mini-whiteboards to enable them to gauge levels of understanding across the entire classroom, rather than asking for 'hands up'.

Feedback should focus on moving learning forward, targeting specific learning gaps, rather than general vague remarks which offer no value to the learner.

Regard will be given to how feedback is best given to students with SEND and how additional adults who may be supporting learning within the classroom can be involved in this process.

### FEEDBACK AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Each subject area has their own specific *teacher feedback guide* that is tailored to the subject, but across the school these department guides will share the following features:

- Acknowledgment that how students receive feedback impacts on its effectiveness
- Subject specific examples of good practice in the classroom to enable effective verbal feedback
- A carefully planned curriculum with schemes of learning that identify specific pieces of student work that will receive purposeful, timely, written feedback.
- The use of the Trinity marking code
- Examples of how literacy and numeracy will be supported, with specific reference to written feedback.

Departmental teacher feedback guides will be quality assured by line managers of the Subject Leader.

### MONITORING AND EVALUATION

This will be carried out by the Leadership Team, at scheduled subject review meetings, including Subject Showcases and line management meetings. Changes to the policy will be approved by the Head.