



Feedback Protocol

It is essential that pupils work as hard as their teachers. For this to happen, teachers need to ensure their pupils know the right answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

So what does this mean?

- Varied approaches to feedback can be used, written, verbal, peer, self.
- There is no expectation that all feedback will be written, however written feedback should be used as one method and in accordance with the assessment protocol (see assessment protocol).
- Feedback should occur every lesson.
- **Every department must state what feedback looks like in their department and how they make sure that students can answer the 2 questions, in a written protocol.**
- There must be consistency in approach to feedback within a department.
- Not every department will do the same thing, departments must have a feedback system in place that best suits their subject and most importantly student progress within it.
- Where concerns are identified with the frequency and/or quality of feedback from an individual member of staff or department, the Leadership Team reserves the right to implement a structure befitting of the academy's expectations.

Evidence

Can students answer accurately and in subject specific detail the following questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

These questions will form the basis of all lesson observations. They should be asked during every lesson by the teacher and will be used to carry out student voice on feedback, both in department and across the school.

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