



TRURO
SCHOOL



SENIOR SCHOOL

Feedback Policy

A copy of this policy is published in the following areas: The school's website

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Created by: Assistant Head (Teaching and Learning)

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Truro School Feedback Policy

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Principles of Excellent Feedback

- Teachers should set the foundations for effective feedback through high quality teaching that includes planned formative assessment opportunities
- Feedback is targeted towards pupil learning goals and effective pupil response to it is encouraged by and reflected in the use of Learning Scores
- Feedback should be appropriately timed and always with the aim of moving pupil learning forward
- Opportunities for pupils to respond to and act on their feedback should be planned by the teacher as part of the sequence of learning
- Feedback should increase pupil understanding of themselves as learners (metacognition) and promote self-regulation of learning goals

Frequency and variety of feedback

The minimum whole school expectation for written feedback to support progress is once per half term. Written feedback should include a Greater Reflection Improvement Task (GRIT) to strengthen the learning skill/progress outcome. Pupils will respond to feedback in purple pen.

All departments should use the following feedback codes:

WWW (What Went Well)

EBI (Even Better If)

GRIT (Greater Reflection Improvement Task)

Department feedback policies should clarify individual subject approaches, for example approaches to feedback including written feedback for homework, classwork and project-based learning.

We recognise feedback needs to support progress and may not fit a whole school schedule.

Within a lesson / series of lessons the timing of feedback should be decided by the class

teacher (or Head of Department when feedback occurs following a formal assessment point and/or end of year assessments), using their professional judgement to respond to the learning need of each individual pupil.

It is expected that a variety of feedback will be used and will be an integral part of the learning cycle

Teachers should follow the department's standardisation processes including the correction of SPAG, balanced by the need to support pupils' resilience and risk taking across their academic work

Each department should have its own clearly understood departmental policy regarding feedback that is consistent with and supports this whole school approach

Strategies to support effective feedback include but are not limited to:

- written feedback (when focused on learning goals), including individual or whole class written feedback
- verbal feedback including live feedback
- modelling
- on-line adaptive learning programmes/self-marking quizzes
- learning prompts in questioning
- feedback combined with further teaching (for example, to resolve misconceptions)
- use of success criteria to encourage peer and self-reflection
- pupil reflection time leading to targeted action (allowing pupils to close the gap between where they are and where they should be)
- use of praise to highlight strengths

Learning Scores include a specific category on response to feedback

Learning scores are reflections of learning behaviour (effort) over time, not measures of attainment assessed in single activities. Teachers should use the learning scores descriptors to educate pupils as to what strong learning behaviour looks like, how all of them are capable of strong scores in response to choices they can make, and how this underpins progress

Pupil response to feedback is one of the most highly impactful learning behaviours. Departments will have a standardised approach to ensuring that colleagues are both providing opportunities for feedback to be responded to, and checking how effectively it is

being used.

Grading as part of feedback

Where the awarding of a grade and/or numerical marking supports pupils to make progress, it should be used in conjunction with feedback strategies. At KS3 grading should be in line with the attainment grades reported to parents. At KS4 grading should follow GCSE subject attainment criteria.

Monitoring and evaluating the impact of feedback

-HODs and members of the SSLT will regularly undertake monitoring of the use of feedback strategies to support the strong learning outcomes for all pupils and consistent best practice amongst staff.