

# Feedback at King James's School

## What does written feedback look like in our school?

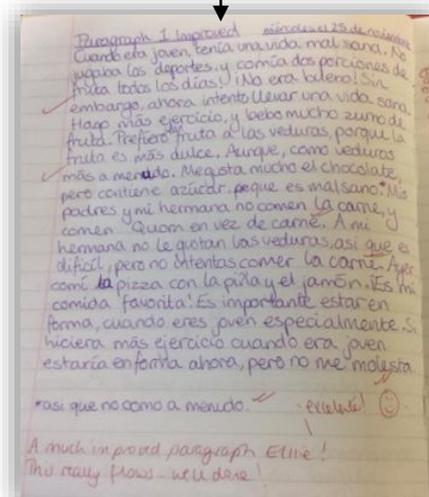
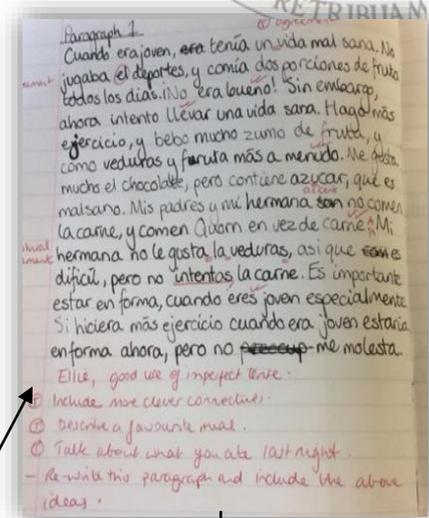
Dear parent/carer, you will remember that I wrote to you in the summer regarding our new feedback policy and the work we pledged to do with our students to improve their learning. Now, at points throughout the year, I plan to illustrate the different parts of the feedback policy in action to help you understand it more. This time, I am focusing on **written feedback** so here is a reminder of the relevant section of our policy which states how often written feedback will be given in different key stages and how the feedback will be provided.

<b>Written Feedback</b>	<b>KS3:</b> 4+ lessons per fortnight - 3 times per learning cycle. 3+ lessons per fortnight - 2 times per learning cycle. 2 or less lessons per fortnight - 1 time per learning cycle.	At least once per learning cycle, all departments will provide students with written feedback sheets that meet minimum whole-school criteria. These sheets will be printed on green paper & put in books or folders with the work (where possible) so parents, students & staff can find targets easily. Other written feedback will not always relate to extended assessments but will be clearly visible alongside students' work.
	<b>KS4:</b> Core subjects - <u>at least</u> 3 times per learning cycle. Non-core subjects - <u>at least</u> 2 times per learning cycle. PSHCEE - one time per learning cycle.	
	<b>KS5:</b> 4 times per learning cycle per A-Level group (2 times per learning cycle in practical subjects).	

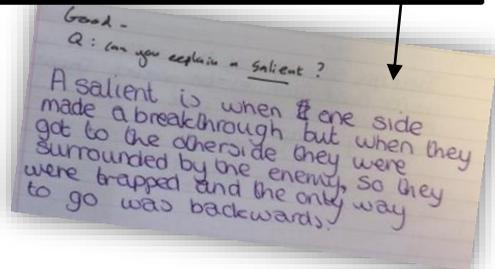
Here are some examples of how our students are provided with written feedback by teachers:



Here, the teacher in RS has given the student a positive comment, a precise area for development and an attitude to learning score. The student has commented to show they have engaged with the teacher's targets.



In history, the teacher has posed a question to the student to ensure they understand the terminology they are using in their written work. The student has responded with their purple pen.



In this example, the teacher has set the student a series of targets; the student has then used their purple pen to redo their work taking the targets into account.

