



Feedback Policy 2025-2026

Author:

T. Robertson

Updated by:

S.O'Callaghan - Director of Studies

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Rationale:

- To create a policy that enables professional and consistent feedback opportunities for students to support them to make further progress and develop skills through their responses.
- To support the commitment to continuous improvement culture within the school through a policy that ensures timely, granular and receptive feedback opportunities.

Aim:

- At More House School, we have a culture where students receive timely feedback in an array of formats that informs them on how to improve their knowledge, exploration and communication of ideas in order to make progress.
- As the most effective way of enabling learning, formative assessment feedback is an essential part of a teacher's planning process and is designed to provide students with ongoing opportunities to shape, review and develop their understanding of the topic being studied.
- Teachers will provide formative feedback to students using a variety of learning strategies including; questioning, discussion, 1-2-1 conversation, whole class feedback, live marking, live review and summative (assessment) marking.
- Students will be supported in using feedback received to develop their learning, this includes understanding how to interpret and respond to the feedback given to them.
- Distance feedback through summative assessment marking will be used when appropriate to aid retrieval practice, to check for understanding and inform teaching and intervention strategies, to identify different starting points/gaps and to allow focus for student reflection on learning.
- Evidence of feedback should never be the driving factor of providing feedback but this should be solely based on student improvement.
- Students should be able to, when asked, fluently explain the feedback they have received and how they have used it to make progress in their learning.
- Departments will determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.
- Where necessary, the School will follow JCQ guidance with relation to feedback on course work for examination courses.

Policy use:

- Departments will plan the curriculum to ensure that feedback opportunities are embedded across topic planning
- Feedback will be an integral part of the teaching process and visible in lesson delivery; it will be precise, learning focused and timely.
- Work scrutiny should be used to inform feedback planning.
- Feedback (formative) will be visible through the use of varied methodologies that are appropriate to the subject, topic and class being taught:
 - Question and Answer sessions (misconceptions/exploration)
 - Discussions (exploration/communication)
 - Live marking (walkabout marking)
 - Live review (using Google Classroom)
 - 1-2-1 conversation (short, directed at a small intervention within a topic)
 - Whole class feedback (activity/assessment)
 - Peer review (communication)
 - Non-verbal cues
 - Distance marking
- At certain points during topic delivery, departments will likely decide to complete a summative assessment to help monitor student progress. To maximise the value of these assessments to students, best practice would include;

- Embedded retrieval activities throughout the scheme for learning regarding topic points
- Sharing of mark criteria with students prior to assessment, particularly when a rubric is used.
- The teacher provides whole class feedback on key development themes & misconceptions
- Post-assessment opportunity to complete a development question as a result of the teacher's review of learning
- The data from these summative assessments should be recorded on Pupil Progress Tracker.
- Assessment marking should be in line with department expectations which will depend on the frequency of lessons and the age of students. Teachers may choose to complete practice questions as part of the topic as and when required.

Expectations:

- Each department will determine how feedback will look in connection to their curriculum planning
- Students will be shown how to receive feedback effectively from peers and teachers so that they can communicate what they have learned and what they need to do to improve further
- There is no expectation that verbal feedback will be recorded. With the class sizes at More House, the amount of verbal feedback students receive will be significant.
- Feedback from the teacher may be individual or through whole class delivery
- Students will be given planned opportunities to show their use of received feedback in their work and will be able to discuss these improvements when asked
- Students will be able to recognise success and improvement as well as areas for development within their learning
- Praise will be given in accordance with the whole-school rewards approach to ensure students are aware of achievements. This may be through credits, emails to parents, or nominations for student of the week.

Policy monitoring:

- All teachers are responsible for the effective implementation of this policy within their lesson delivery and planning
- The policy will be monitored through conversations with students and class teachers conducted as part of the whole school approach through our commitment to continuous improvement culture. These conversations will take place with the Director of Studies or Heads of Department and will also include work scrutiny.
- Heads of Departments will monitor the use of the policy throughout the academic year
- CPD will be made available for staff regarding the effective use of feedback with students and resources
- The Deputy Head, Director of Studies and Heads of Department will have access to all Google Classrooms and can monitor them at any time.

Policy Stakeholders:

- Students - to ensure that the feedback they receive enables them to make progress
- Staff - to enable them to use their professional judgement in how best to provide feedback in a timely, granular and receptive manner
- Leaders (SLT, LT and HODs) - to ensure that student outcomes are high and teacher workload is managed
- Parents - to support them in understanding how feedback is provided to their children

