



WOLGARSTON HIGH SCHOOL  
Staffordshire



# Written and Oral Feedback

## A Statement of Policy

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Date adopted by Governing Body:	<b>March 2007</b>	Date of last Review:	<b>June 2010</b>
Frequency of Review:	<b>Biennially</b>	Next Review:	<b>June 2012</b>

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Location:	<small>T:\Strategic Meetings\Policies\June 2010 To Governors\Sending Monday 14 Jun\Written &amp; Oral Feedback.Doc</small>
Author:	<b>Reviewed by PJT</b>
Readability Score:	<b>21-22 Years</b>

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Signature of Headteacher: \_\_\_\_\_

Signature of Chair of Governors: \_\_\_\_\_

*Chair's electronic sig to be added before publication*

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## **Statement**

All students are entitled to regular, supportive feedback on their progress

## **Aim**

To provide guidance for students, parents/carers and teachers on the way written and oral feedback should be approached at Wolgarston.

## **Definition**

Feedback is any dialogue (written or oral) between the student and the teacher, or the student and a peer, which provides information which will scaffold their learning and help them to close the gap between their current level of achievement and their targeted level of achievement.

## **Purposes of Written and Oral Feedback**

To raise standards of achievement by:

- ❖ Giving constructive and focused information based on clear learning outcomes

Giving feedback designed to help students take their next steps in learning

## **Guidelines**

- ❖ In all cases feedback should be task-orientated rather than ego-orientated
- ❖ Students should be made aware of the learning outcomes on which feedback is being given
- ❖ The exercise book should be viewed as a “tool” through which student and teacher can share an ongoing dialogue about progress
- ❖ Feedback should be in a language that students can respond to – appropriately targeted vocabulary is key to the success of any feedback
- ❖ Where feedback includes a reference to a Level (KS3) or a Grade (GCSE) there should also be guidance as to a) how the level/grade was derived and b) how the student can move their learning forward towards the next level/grade
- ❖ Oral feedback is a powerful force for moving students on and will be the most regular and interactive form of feedback

**All assessment and feedback should be transparent**

## **Procedures**

### **Written feedback**

- ❖ Should refer only to the learning outcomes which were previously shared with students (there should be no “surprises”).
- ❖ Should be regular and as immediate as possible.
- ❖ There must be time built in on a regular basis for students to reflect on the written feedback that has been provided. The need for a dialogue between the teacher and student is of paramount importance.

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### **Oral feedback**

- ❖ Is an implicit part of each lesson.
- ❖ Spontaneous oral feedback can be very effective especially when circulating around the room during independent tasks.
- ❖ However, oral feedback should be an intrinsic part of the planning of all lessons when a particular learning point needs to be shared with the whole group or a particular cohort of students.
- ❖ Should provide opportunities for students to ask for clarification

### ***Commitment***

As a school, we are committed to making continuous improvement in all aspects of school life. This statement of policy is dynamic in that it is subject to monitoring, evaluation and modification. It will be reviewed on an annual basis.

### ***Responsibilities***

Ultimate responsibility for this policy's introduction and implementation lies with the Head Teacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents have an active part to play in the evolution, development and maintenance of this policy.

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