

THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



Feedback & Response Policy

2024 - 2026



Achieving Excellence Together

Policy reviewed:	Summer 2024
Reviewed by:	Head of School
Next review due:	Summer 2026



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The Ripley Academy

FEEDBACK AND RESPONSE POLICY



Central Premise:

At TRA, we are **committed** to ensuring students are **ambitious** when upgrading their work so that they can be **proud** of their efforts to be #nothingshortofremarkable.

It is essential that students know how to make progress and are **motivated** to do so. For this to happen, subject teachers need to ensure that students know the 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 students can answer these questions **meaningfully** and are able to respond in subject specific detail or tackle subsequent work in greater depth, they are receiving effective feedback that will aid progress. This will be achieved through the employment of workload reducing strategies applied to key pieces of work, to ensure that feedback is **manageable**.

To support student routines, students upgrade their work and respond to feedback in **purple**.

MEANINGFUL	MOTIVATIONAL	MANAGEABLE
<p>a. Teachers provide dialogic and diagnostic feedback on key pieces of work identified on schemes of learning.</p> <p>b. Teachers mark for literacy in line with Department Feedback and Response Policies.</p> <p>b. Teachers provide summative feedback in line with department assessment calendars.</p> <p>c. Teachers plan dedicated upgrade time into lessons.</p> <p>d. Teachers ensure students upgrade their work to become #nothingshortofremarkable</p>	<p>Dialogic and diagnostic marking is comprised of:</p> <p>a. Praise linked to knowledge and skills</p> <p>b. Areas for improvement</p> <p>c. Any 'tick and flick' should be purposeful and be teamed with the opportunity to reflect on the teacher's marking.</p>	<p>a. Teachers implement department specific workload reducing strategies e.g. grade grids, yellow box marking sheet, WAGOLLS, feedback sheets</p> <p>b. Teachers ensure peer and self-assessment is always structured.</p> <p>d. Teachers follow the frequency of marking stated on individual department Feedback and Response Policies.</p>