

Feedback at NCS 2026-2027



Our Rationale

- High quality subject curriculum provision and teaching and learning is our focus. Teachers need to spend a greater amount of time planning their lessons than providing feedback as this has a greater impact on student learning.
- Feedback should be a regular, but not onerous, practice. We promote a professional approach to feedback – teachers should select the most appropriate piece of work ('marking milestone') available to impact positively on student learning and future performance.
- Clear, manageable expectations are set out below detailing the use and method of feedback in lessons.

Feedback

- Our feedback approach focuses on meaningful feedback. Subjects agree the tasks ('marking milestones') they will mark to check students' understanding of the intended learning. This makes feedback both purposeful and manageable.

Professional Judgement

- A range of effective feedback methodologies should be employed and there is no expectation that every piece of work will be marked. There is no requirement to tick every page of a student's book as some work in a student's book may not require acknowledgement. Feedback should be purposeful and select.
- Teachers are encouraged to be selective; feedback only that which will have a meaningful impact.

<u>General</u>	<u>Further Guidance</u>
Presentation	Please ensure all exercise books, folders and sketchbooks are correctly labelled; students will be encouraged to underline the title and date
Frequency	Teachers of <i>core</i> subjects to provide written feedback on a piece of work at least once every 4 weeks Teachers of <i>foundation</i> subjects to provide written feedback on a piece of work at least once every 6 weeks Written feedback to be provided on the 'marking milestone' set out by the Head of Department
Self-Assessment/Peer Assessment	To be used at the professional discretion of the teacher
Students Response	Students to answer the EBI/Probing Question
Teachers to use 'WWW' for strengths	Teachers feedback in a different coloured pen
Teachers to use probing questions (as the 'EBI') to highlight areas for improvement and/or gaps in learning	e.g. 'Have you thought about or considered...?' 'What would happen if...?' 'Do you think...?' 'Which one would you...?' 'Explain...' These questions should be focused on progress
Record of Achievement	Graded assessments to be kept in workbooks (glued) and/or assessment folder to track progress

<u>Literacy Protocols</u>	<u>Further Guidance</u>
Spelling Error Code 'SP'	Please use at your discretion regarding where and when you wish to use these codes (max 3 per marked piece). If a word has been misspelled, the teacher will write the correct spelling once and the pupil will then re-write the correct word 3 times
Grammar Error Code 'GR'	
Wrong Word Code 'W'	
Punctuation Error Code 'P'	