



# Feedback Policy

**Next review: September 2025**

This policy has been approved by the School Leadership Team

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*"To be effective, feedback should cause thinking to take place."*

*Shirley Clarke*

## Overview

The purposes of this policy are to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across the school.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learners actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

In addition to the EEF recommendations, our policy takes into account those of the DfE's expert group which emphasises that marking should be: **meaningful**, **manageable** and **motivating** and also advice provided by the NCETM that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

## What is feedback?

Feedback comes in a variety of forms including written feedback, oral feedback, peer feedback, self-feedback and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a **positive tone**. It should be specific, clear and appropriate in its purpose and productive in its outcomes. **The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.**

## Aims of Feedback at All Saints

- To help pupils make progress.
- To provide opportunities for pupils to improve.
- To give pupils dedicated time to reflect upon their learning and make improvements through 'Respond to Feedback' (RTF) opportunities.
- To correct mistakes.
- To encourage a dialogue to develop between pupil and teacher.
- To inform planning and structure the next steps in learning.
- To facilitate effective and realistic target setting for pupils and/or teacher.
- To encourage pupils to have a sense of pride in their work.
- To encourage pupils to perfect presentation.

## Key Principles of feedback at All Saints

- Feedback should be timely and respond to the needs of the individual learner so that they can actively engage with the feedback. There needs to be a strategic use of Assessment for Learning (AfL) within lessons as feedback delivered closest to the point of teaching and learning is most effective.
- A dialogue should be created: between the teacher and the pupil, between the pupils at large or between the pupils and themselves. It is essential to allow time for pupils to respond to feedback (RTF) and enact that which they feel is relevant and important to moving their learning forward.
- Pupils should be encouraged to assess their own work against collaboratively created learning goals.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

## Types and frequency of feedback



Figure 1. Examples of different forms of feedback.

**Verbal feedback** is the most frequent form of feedback having immediacy and relevance as it leads to direct pupil action. Verbal feedback may be directed to individuals or groups of pupils: these may or may not be planned for, but will be based on acute and strategic assessment for learning.

**Peer feedback** is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogical model. Pupils need to be trained over time to effectively peer assess one another. This process will be led by all teachers.

**Self-assessment and feedback** is most effective when, akin to peer feedback, pupils are given clear structure to identify their learning needs. Teachers should both help uncover and share the elements of success in learning where appropriate.

**Formative and oral formative feedback** strategies form part of the school's pedagogical model and provide strong feedback in lessons. Such strategies include:

- "I challenge that because..." "I support that because..."
- Group guided or shared activities
- Journaling
- Think/pair/share
- Procedural and conceptual variation
- Self Assessment faces/traffic lights/trays
- Peer Assessment
- Coaching pairs/ brain and pen
- Pupil interviews

**Written feedback** is used when the teacher determines that it is effective and relevant for the lesson/pupil or context and only when the pupil will be given time to engage and respond. It is the least frequent form of feedback because, as research shows, it is the least effective in driving further improvement and learning. Written feedback will be a balance of positive reinforcement of mastered skills and clear, current, actionable ideas to improve their work. This may include addressing misconceptions, grammar issues, identifying and correcting errors, challenge/'next steps for depth' questions, presentation issues. Pupils MUST act upon these. Written feedback will model all aspects of our presentation and handwriting expectations and the correct use of punctuation, spelling and grammar. All pupils' work should be reviewed by the teacher at the earliest appropriate opportunity so that it informs planning and impacts on further learning. When work is reviewed, it should be acknowledged in books even if a written comment is not considered the most effective form of feedback for the pupil/lesson or context. The LI must be highlighted in pink to indicate that it has been achieved, underlined if the child is almost there or has shown some understanding. If the Learning Intention has not been achieved, the LI will be initialled. A pink dot/tick must be used to identify a correct answer or a green dot/line that further attention is required. Teachers must be consistent in their use of the 'written feedback codes'. (Appendix 1)

### **Monitoring of the Feedback Policy**

The Senior Leadership Team will collect examples of children's work on a termly basis to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback and impacts learning and teaching so that children make progress. (see Appendix 3)

## **APPENDIX 1**

Where written feedback or annotations are appropriate, the intention of the 'written feedback codes' below is that minimum teacher time should lead to maximum outcomes.

<b>'Tickled Pink'</b>	Work which demonstrates that a pupil has met an element of success criteria demonstrated a particular skill or achieved the intended outcome. LI that have been achieved are highlighted in pink. LI that have not been achieved are underlined in pink.
<b>'Green for Growth'</b>	Work which needs further attention to move learning forward and MUST be responded to. E.g.; errors, misconceptions, next steps for depth, presentation.
<b>RTF</b>	Respond to feedback (written in purple pen to show child response)
<b>S</b>	Support (to show if the teacher / TA have supported the pupil/group). This should be followed by the adult's initials.
<b>I</b>	Independent (to show if the pupil worked independently on a task, maybe following additional adult input or feedback.)
<b>VF</b>	Verbal feedback given to the pupil/group.
<b>SA</b>	Self-assessment against a set success criteria.
<b>PA</b>	Peer assessment against a set success criteria.
<b>CM</b>	Class marking under the guidance of the teacher.
<b>CD</b>	Class discussion
<b>Purple stamp</b>	Teacher/ TA to evidence and date intervention.

### **Closing the gap comments (in green)**

#### **What are they?**

- Closing the gap comments include statements which prompt the pupil to: Elaborate or extend ("tell me more about...")
- Add a word or sentence ("add a word which...")
- Change the text ("Find a better word for...")
- Justify a choice ("Why...?")

Where time is planned for pupils to act on them, they have been shown to be an effective way of making pupils evaluate their work in a directed and scaffolded way.





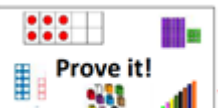





#### **Example closing the gap comments:**

- How did the character feel here? Can you add a sentence to show me?
- Complete this sentence: "He was so surprised he ...."
- Complete this to add into the place I have put \*: "He barked \_\_\_\_\_ly".
- Choose one of these or write your own to finish with: "he couldn't believe his eyes", or "he ran around in circles feeling confused".
- Write down 3 adjectives /adverbs / more powerful verbs you could have used instead of...
- Go back and add in 2 missing full stops / commas / question marks...
- Look at the 2 sentences with \* next to them. Can you turn them into a complex sentence using a connective and a comma?
- OR Look at the sentence I have put \* next to. Can you use your editing symbols to break this into 2 shorter sentences?
- Look at the sentence I have highlighted. Which 2 things make this a good sentence?

- Put a // where you could have started a new paragraph, and explain underneath why this would have been a good place.
- Use one of these words at the start of a sentence to increase the flow of your ideas: as a result, consequently, furthermore.
- Can you turn your final statement into a question, which makes the reader think about this topic further?
- Add a topic sentence to the beginning of paragraph 1 to introduce the reader to what ideas you will be talking about in this section.

## **APPENDIX 2**

A 'next step for depth' question can be given to a pupil to develop a depth of understanding within a concept, rather than moving on to a new objective. Examples of such question are shown in the table below.

	<p>'What's the question?' If this is the answer, what could the question have been? This could be an equation or a word problem.</p>
	<p>'What's wrong with this?' Can you explain what is wrong with the example below and correct the error?</p>
	<p>'Draw it' Draw a picture to explain or demonstrate what you have worked out</p>
	<p>'Reason it' Explain to your partner how you know. Remember to use key mathematical vocabulary.</p>
	<p>'Prove it!' Convince me that you are right.</p>
	<p>'Empty box question' What goes in the empty box(es)? Such as <math>\square + 4 = 7</math>, <math>\square + \square + \square = 3.9</math></p>
	<p>'Find a pattern' Can you see a pattern (in the numbers)? Can you see a pattern in the answers? Continuing this pattern, what would happen if...?</p>
	<p>'Before and after' What came before? What comes next? Explain how you know.</p>
	<p>'Tell a story' Make up a real-life story using your equation/numbers or shapes. Try to use the key mathematical vocabulary.</p>
	<p>'Odd one out' Find an odd one out and explain why it doesn't fit. Does your partner agree with you? Could another one be the odd one out? Why?</p>

### **APPENDIX 3**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to adjust their teaching and inform planning. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching and learning.
2. Summary feedback – at the end of a lesson/task.
3. Review feedback – away from the point of teaching and learning.

Feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvements and learning, especially for younger children.

<b>Type</b>	<b>What it looks like</b>	<b>Evidence (observations and monitoring)</b>
<b>Immediate</b>	<ul style="list-style-type: none"> <li>* Include teacher gathering feedback from teaching including 'in focus tasks', mini-whiteboards, maths ideas books, talk partner work, book work etc</li> <li>* Takes place in lessons with individuals or small groups.</li> <li>* Often given verbally to pupils for immediate action.</li> <li>* May involve use of a teaching assistant to provide support or further challenge.</li> <li>* May re-direct the focus of teaching or the task.</li> <li>* May include highlighting/annotations according to the written feedback code.</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion with the teacher.</li> <li>* Lesson observations /learning walks.</li> <li>* Some evidence of annotations or use of written feedback code.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>* Takes place at the end of a lesson or activity.</li> <li>* Often involves whole groups or classes.</li> <li>* Provides an opportunity for evaluation of learning in the lesson.</li> <li>* May take the form of self or peer-assessment against an agreed set of criteria.</li> <li>* In some cases, may guide a teacher's further of written feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion with the teacher.</li> <li>* Lesson observations/learning walks.</li> <li>* Timetables pre-teaching or same day intervention based on assessment.</li> <li>* Some evidence of self or peer assessment.</li> <li>* May be reflected in selected written feedback.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>* Takes place away from the point of teaching.</li> <li>* May involve written comments/annotations for pupils to read AND respond to.</li> <li>* Provide teachers with opportunities for assessment of understanding.</li> </ul> <p>Leads to adaptation of future lessons through planning, grouping or adaptations of tasks.</p> <ul style="list-style-type: none"> <li>* May lead to targets being set for pupils' future attention or immediate action.</li> </ul>	<ul style="list-style-type: none"> <li>* Acknowledgement of work complete, LI's highlighted.</li> <li>* Written comments and appropriate responses/actions.</li> <li>* Adaptations to teaching and planning.</li> <li>* Use of annotations to indicate future groupings.</li> </ul>