

# Feedback Policy

(in conjunction with the Peninsula Multi Academy Trust)

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# Feedback Policy

2024-2025

## Rationale and Policy Aims

The policy seeks to replace burdensome and ineffective approaches to written marking with active feedback; therefore, reforming the link between assessment and the actions teachers undertake in the classroom. Through the correct application of this policy, students will be supported in knowing more and remembering more. The aim of the policy is to ensure that students are provided with frequent, high-quality feedback that is given in response to successful formative assessment. This feedback should clearly guide students in the next steps in their learning. In providing this feedback, teachers should clearly demonstrate ways in which students can improve their work in order to make progress. Assessment and feedback in the classroom should also support teachers in adapting their teaching. These adaptations might take place within the lesson itself, or influence the choices teachers make in the sequence of learning.

Feedback is described here as three separate activities that are also inextricably linked:

- 1) The process of reviewing students' work to inform planning
- 2) Deep marking students' work for reflection tasks
- 3) Quality assuring the standard of presentation across student work.

Each should be carried out at different frequencies with different outcomes. A summary is provided below:

High Frequency	Medium Frequency	Low Frequency
<b>Responsive Feedback (AfL)</b>	<b>Deep Marking</b>	<b>Standards Review</b>
<b>Daily / Weekly</b>	<b>1 - 2 pieces of written work per half term (see specific guidelines below)</b>	<b>At least once per half term</b>
<p>Teachers should utilise assessment for learning to gather information about student progress and respond to this information accordingly.</p> <p>Students should receive live and active feedback within a lesson on how to move their learning forward.</p> <p>Assessment for learning including the use of mini-whiteboards.</p> <p>Live marking.</p> <p>Whole class feedback.</p> <p>Modelling and worked examples.</p> <p>Self and peer-assessment.</p> <p>Exploring mark schemes and assessment objectives.</p>	<p>Deep marking of a piece of work that demonstrates key knowledge and skills.</p> <p>A focus on literacy including corrections.</p> <p>Written comments and praise.</p> <p>Individual targets or more specific whole class feedback.</p> <p>Opportunities for students to push their work further, challenge their thinking or to redraft elements of the work.</p>	<p>Teachers should aim to review general aspects of class work, including presentation, quality of work and demonstration of progress over time.</p> <p>Standards reviews do not require teachers to read every piece of work in student books.</p> <p>This review does not require written marking but should result in feedback to the class and potentially inform teacher planning.</p> <p>Praise could be provided in the form of a summative comment, feedback slip or stickers.</p> <p><b>*Can be undertaken at the same time as deep marking.</b></p>

Use of the visualiser to explore models and student work.		
Reading, but not marking, examples of student work.		
Outcome	Outcome	Outcome
<p>Assessment of student work that informs the next steps in teaching.</p> <p>Adaptive teaching that responds to the arising needs of the class.</p> <p>Greater clarity for students in terms of next steps in their learning.</p> <p>Reforging the link between feedback and teacher planning.</p>	<p>Detailed, high-quality feedback lessons that allow teachers to address misconceptions.</p> <p>Opportunities for students to reflect on work and redraft or reattempt elements of the work as appropriate.</p> <p>Opportunities for teachers to assess the skills and knowledge taught and consider whether these need to be revisited.</p>	<p>High standards of presentation in all student books.</p> <p>Consistency in standard of work, layout and presentation.</p> <p>Opportunities for teachers to reflect on any missing work that might need to be revisited as class.</p> <p>Opportunities for teachers to reflect on the delivery of the curriculum and the overall progress of the class.</p> <p>Opportunities for praise and sharing of best practice.</p>

### Frequency of 'Deep' Marking

In all subjects and across all key stages, students can expect to receive detailed and incisive feedback from their teachers each half-term. This should be provided at the following frequencies:

#### Key Stage 3

- English, Maths and Science: 2 x piece per half term
- History, Geography and Spanish: 1 x piece per half term
- DT, Food, Art and Computer Science: 1x piece per half term

**N.B. At Key Stage 3, deep marking does not apply to Dance, PE, Drama and Music, but detailed feedback will be given on practical work.**

#### Key Stage 4

- English and Maths: 2 x piece per half term
- Science: 1 x piece per half term for each discipline taught
- Spanish and Options Subjects: 1 x piece per half term

#### Key Stage 5

While the strategies outlined below all have relevance at Key Stage 5, teachers are not expected to adhere to the frequency of marking outlined in the table above. Style and frequency of marking at Key Stage 5 remains at the discretion of teachers in conjunction with their departmental marking policies.

**Subjects deep marking two pieces of work per half term can opt to deep mark an assessment task, such as an end of term assessment or mock examination, as part of this requirement.**

## Policy Statements

### The purpose of feedback as outlined in this policy is:

- To help students make progress by providing strategies for students to improve.
- To inform teachers about student progress and inform them about future planning.
- To give students dedicated time to reflect upon their learning and make improvements to their work.
- To encourage students to have a sense of responsibility and pride in their work.
- To praise and encourage students so that they appreciate that we value their work and motivate them to produce quality work that will help their progress.

The term “feedback” is used to encompass all aspects of feedback, including but not limited to: verbal feedback, written marking, live marking, whole class feedback and modelling.

The vast majority of feedback (focussing on specific and tangible improvements) should be in response to successful formative assessment strategies. This feedback should support students to make progress and close gaps in skills and knowledge.

Formative assessment should be used regularly to identify misconceptions and to gather information on how to adapt teaching to put the learning back on track.

Feedback will be used to assess students’ progress and feedback will be incisive, identifying strengths and specific areas for improvement.

Feedback should prioritise supporting the student to make progress and to inform the teacher of next steps in planning and teaching.

Teachers will use their professional judgement to determine the most effective methods to give feedback to students.

Not every piece of work will be marked. Teachers will use their professional judgement in choosing work to mark that enables progress in specific skills, knowledge (or both) to be assessed.

The frequency of written marking will be in line with the guidelines stated above.

Work identified for written marking should be returned to students in a timely manner.

All marking that takes place should be for the purpose of providing feedback that enables students to improve and progress.

Written feedback is sharply focused, subject specific and appropriate to the ability of the student.

Where deep marking occurs, students can expect to receive detailed feedback, but this does not have to be in the form of written or individualised targets.

Written marking will focus on developing students’ literacy skills through the use of the marking codes.

Written feedback should be legible and take account of students’ literacy skills.

Whole class and group feedback sheets may be used to capture feedback on the collective performance of your teaching group.

Providing students with the success criteria and the criteria on which a piece of work will be marked will support them to take responsibility for their own learning.

When students receive feedback, there is an expectation that they will reflect and act upon the feedback during reflection time in lessons. Examples (but not an exhaustive list) of student response tasks include:

- Redrafting / improving a part of or all of the original task

- Responding to an extension / challenge question
- Completing an additional activity that reinforces or extends understanding
- Repeating a process or applying a concept to another situation
- Addressing a misconception
- Correcting literacy errors, including spelling, punctuation and grammar
- Taking part in a discussion that demonstrates secure understanding

## **Responsibilities**

### **Class Teachers**

- Mark and provide feedback in line with this policy and Curriculum Area marking procedures.
- Use marking for both formative and summative assessment purposes
- Regularly provide students with clear and actionable feedback and return work within a reasonable period of time.
- Mark in a different coloured pen to that used by the student.
- Use written and verbal feedback to provide clear guidance to students on how to progress.
- Provide legible written feedback, appropriate to the ability of the student.
- Identify meaningful reflection tasks for students to complete and provide opportunities within your lessons for students to reflect using their purple pen.
- Acknowledge completion of reflection tasks and address any individual issues that may emerge from this process with students.
- Record marks awarded appropriately.
- Acknowledge, celebrate and reward student success as frequently as possible

### **Curriculum and Subject Leaders**

- Ensure that an appropriate Curriculum Area Marking Procedure, outlining the marking and feedback approach to be used across the Curriculum / Subject Area, is in place and is shared with relevant staff
- Monitor the application of the Feedback Policy to ensure it is consistently and rigorously applied by carrying out a planned programme of quality assurance, including work scrutiny, lesson observations, regular reviews of exercise books and student voice. These activities should focus on any high-leverage and/or underperforming cohorts.
- Provide opportunities for teachers within the Curriculum Area to discuss feedback, and share best practice.
- Ensure that where less effective marking is identified the necessary support is provided to the teacher to enable them to improve practice.

### **Senior Leadership Team**

- Ensure compliance with the school's Marking and Feedback Policy across all Curriculum Areas and address and review concerns with the Curriculum Leader where they may exist.
- Monitor the quality and effectiveness of marking and feedback through a planned programme of quality assurance, including work scrutiny, lesson observations, regular reviews of exercise books and student voice. These activities should focus on any high-leverage and/or underperforming cohorts.
- Develop excellent practice and consistency across all subjects through line management of Curriculum Areas.

### **Assistant Headteacher - Teaching and Learning**

- Ensure compliance with the school's Marking and Feedback Policy across all Curriculum Areas and address and review concerns with the Curriculum Leader and/or class teacher where they may exist.
- Monitor the quality and effectiveness of marking and feedback by leading a planned programme of quality assurance, including work scrutiny, lesson observations, regular reviews of exercise books and student voice.

- Regularly review and adapt the Feedback policy in response to the quality assurance process
- Clearly communicate the aims and expectations of the Feedback policy to staff, students and families
- Ensure that where less effective marking is identified the necessary support is provided to the teacher to enable them to improve practice.
- Provide regular training and CPD for staff to support them in implementing the Feedback policy
- Provide opportunities for teachers to discuss feedback, and share best practice across the school where possible.

## **Students**

- Ensure they are fully prepared and equipped for lessons, including a purple pen
- Carefully read written feedback or listen to verbal feedback provided by their teachers, reflect on the guidance and act upon it accordingly.
- Strive to use feedback as a way to continually improve, and communicate with teachers in order to move learning forward
- Present work in accordance with the school's presentation of work guidelines

## **Feedback Guidelines**

Feedback should be specific to the criteria for success in the subject / piece of work.

Feedback should be achievable. Students should be given time to respond to feedback and should understand what is required of them.

Feedback should be timely. As an example, students should not be acting upon feedback on work that was completed more than two weeks ago. Exercise books should show evidence of day-to-day feedback which may be through written marking, corrections made by students in response to verbal / whole class feedback or the general improvement in student work over time.

Feedback and marking should be to allow students to make further progress, acknowledge / praise work completed or be formally graded if used as a formal assessment.

Feedback should be present on both homework and classwork. These tasks should be labelled by the student as 'homework' or 'classwork' respectively.

Allow students time to reflect on the feedback you give through allocated purple pen time. Plan opportunities for students to follow up and act upon feedback by allowing some lesson time or the next homework to re-draft their work.

Student responses should always be completed in a purple pen.

Students should be challenged when work is incomplete or untidy. Students should be supported in improving this.

Folders and files should be treated in the same manner as exercise books.

## **High-Frequency Feedback**

High-Frequency feedback should primarily take place in the classroom in order to give the teacher and students a live and accurate picture of learning and the progress that is taking place. The vast majority of high-frequency feedback will be in response to successful formative assessment strategies.

## **Adaptive Teaching and Re-Teaching**

- As stated above, the vast majority of high-frequency feedback will be in response to successful formative assessment strategies. These strategies should provide both teachers and students with a clear understanding of how successful learning has been and what content needs to be retaught.
- Teachers should feel confident in responding to the information gathered via formative

assessment, and therefore high-frequency feedback should lead to an adaptation to the lesson or future lessons in some way. This might include the re-teaching or re-explanation of content.

- Teachers should exercise professional judgement when providing high-frequency feedback that involved revisiting past content in order to make effective use of curriculum time.

### **Verbal Feedback**

- Most feedback given to students will be in the form of verbal feedback during a lesson.
- Verbal feedback may be directed to individual students, small groups of students or the entire class.
- Verbal feedback is extremely effective as student response to the feedback is immediate.
- When receiving verbal feedback, students are not expected to write down the feedback verbatim, but are encouraged to make a note or changes to their work in purple pen in response to feedback.
- Verbal feedback can be provided on all aspects of student work, including verbal responses and as a form of assessment for learning using mini-whiteboards.

### **Whole Class Feedback**

- This can be used when picking up patterns and common misconceptions which can be dealt with in lessons to the whole class or a smaller group of students. This avoids repeating written comments / targets and gives clearer instructions and explanations to the student.
- Whole class feedback sheets can be used to write common misconceptions whilst reviewing books and identifying issues that can be used to inform planning and to direct students to respond to the feedback. A series of questions or a task can be given to students based on the work.

### **Live Marking and Modelling**

- Live marking is a strategy that can be used to provide students with instant written feedback during a lesson.
- Live marking might include the teacher moving around the room and making minor corrections to students' work, or reviewing the progress of class before giving whole class feedback.
- Live marking might include the teacher working with small groups of students to provide short, individualised written comments to students.
- The visualiser can be used to examine students' work during a lesson in order to model to students how to improve their work, or as a way to model self-assessment.
- The visualiser can also be used to explore exemplar, worked examples or model the completion of a task.
- The visualiser can be used to build class models using the "I do, We do, You do" approach which students can note down in purple pen.

### **Exit Tickets**

- The use of 'exit tickets / tasks' is extremely effective, they can be completed at the end of a lesson. Teachers can review the work completed during exit tasks and use this to inform the next steps in teaching and learning.

### **Peer / Self Feedback**

- Self-marking by students provides timely feedback. It will be a key tool in the classroom for responsive teaching and continuous assessment when you are unable to check the work in lessons yourself. Having model answers prepared will facilitate this and working with students to get them used to self-assessment is important.
- Effective self-feedback is rigorously structured and modelled by the teacher.
- Students need to be well trained over time to effectively self-assess. The process should be clearly led by the subject teacher.
- Clear success criteria should be shared when appropriate prior to completing the work.
- Self-assessment may lead to minor corrections in purple pen on students' work
- Peer-assessment should be used cautiously and only when it can be guaranteed that students

can provide each other with adequate / accurate feedback. It may be limited to verbal feedback.

## **Medium Frequency**

### **Deep Marking**

Deep marking requires teachers to assess a piece of work for each individual student. The feedback provided when deep marking should meet the requirements outlined above. The way in which feedback is provided when deep marking might include but is not limited to:

- Annotations throughout or targets at the end of a piece of work.
- Coded annotations / targets (for example, T1, T2 etc).
- Marking codes can be used to guide students in making corrections, particularly with spelling, punctuation and grammar. This policy does not outline specific marking codes. Marking codes should be easy to understand and should have clear follow-up actions outlined to students. Teachers should support students in understanding these marking codes.
- Providing praise and rewards for students, while also collating common misconceptions and providing whole class feedback, with subsequent actions for students to undertake.
- Try to avoid 'over-marking'; correcting every mistake can demoralise a student who finds the work difficult. Make sure that you praise some aspect of the work verbally or in writing. Do not give too many targets (quality over quantity).
- Make sure that any written comments are clearly legible and model good practice in terms of spelling, punctuation, vocabulary and technical notation where appropriate.
- Keep any written comments short and to the point. Comments are best in the form of a focused target (direct instruction) which requires the student to act / respond to improve their work.
- Written feedback should highlight strengths and strategies for improvement that can be acted upon, but this does not have to be in the form of written comments. Students should be rewarded in line with the Behaviour Policy.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. Errors can be addressed by providing hints and questions for improvement. Mistakes should be marked as incorrect without giving the correct answer.
- Written feedback should result in more work for the students than it does for teachers.
- Written feedback need only be provided on work that you are expecting students to respond to in line with the guidance outlined above.
- Written feedback should be thought provoking. Hints and questions given should ensure that the feedback has a meaningful impact on learning.
- Limiting the number of targets given to students is more time efficient and avoids cognitive overload for the students.
- Teachers should avoid giving students nominal grades that do not relate to specific success criteria or mark schemes. Teachers should instead focus on positive praise and feedback that can be actioned by the student.

## **Low Frequency**

### **Standards Review**

- Standards reviews should be undertaken for each class once per half term.
- Standards reviews should involve the teacher looking carefully through each students' book, checking the following:
  - Overall quality of written work
  - Standards or presentation, handwriting and general care and pride taken in work
  - Evidence of progress across time
  - Quality of responses to targets and feedback lessons
  - The use of purple pen to make live corrections during lessons
  - Missing work, loose sheets and other concerns of this nature
- While presentation guidelines will vary between departments, some basic principles



should apply across all written work, such as:

- Use blue / black pens for writing
- Use purple pen to respond to targets
- Crossing out should be neat – no correction fluid
- Write the date and title in full
- Underline all headings with a ruler
- Use sharp pencils / crayons for diagrams, graphs etc.
- Use a ruler for straight lines, tables etc.

Standards reviews do not require teachers to read every piece of work in detail or to carry out written marking. Instead, teachers should use this as an opportunity to share examples of best practice with classes, praise specific students and address concerns. Teachers may do this through whole class feedback, typed feedback slips or individual written comments if they choose to do so.

## **Homework**

Despite the reduction in written marking, homework remains an integral part of the learning process. To ensure that homework is not devalued, teachers should apply the feedback strategies outlined in the high-frequency and medium-frequency sections above and below. Where homework is not being deep-marked, teachers should aim to:

- Collect and monitor homework submissions, check overall quality and standards, and carry out more detailed reviews and assessment where appropriate.
- Regularly reward students for effort and success in their homework, as outlined in the Homework Policy.
- Regularly showcase exemplary homework during lessons, highlighting specific aspects that demonstrate student understanding and effort.
- Use whole-class feedback and discussions to address common errors or misconceptions identified in homework submissions, ensuring that all students benefit from the feedback.
- Design homework assignments that feed into lesson activities; for example, research tasks leading to an assessed piece of writing, tasks that inform class discussions etc.

## **Literacy**

With a reduction in written marking, it is important that feedback continues to address standards of spelling, punctuation and grammar (SPaG) as well as any underlying misconceptions. The ways in which literacy can be addressed might include, but is not limited to:

- Marking codes that highlight literacy errors and lead students to correct them.
- Making literacy a focus of planning before written work; for example, discussing and planning for common SPaG errors.
- Using crib sheets and whole class feedback to address common misconceptions.
- Pre-teaching vocabulary and key terminology, with an emphasis on spelling and correct usage.
- The use of high-quality models to exemplify high standards of literacy.
- Praising and rewarding examples of good literacy practices.
- Putting the onus on students to proofread their work and training them in this skill.

## **Online Work**

Work may be set / completed / submitted online through Google Classroom or any other online learning and assessment system. Marking and feedback on this work should follow the same principles as outlined in this policy and in addition follow the guidance below:

- There is no need for work to be printed or stored in books / folders but staff should keep a record of submission and/or mark awarded (either online or in mark books).
- Online work should be kept to a minimum and should only be used to complement written

work carried out in class.

- For self-marking and instant feedback systems, these should still be monitored by staff to encourage completion by all students and feedback should be delivered via the most appropriate method (for example, online typing of comments / targets directly on to work, summary comments / targets submitted online, whole class feedback during a lesson).

### **Departmental Policies**

Each Curriculum Area will develop its own procedures that follow the general principles outlined above. The agreed approach to feedback, along with any features specific to the subject, should be clearly outlined for staff.