



# Feedback Policy

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## Document provenance

This policy was approved as follows –

Approver: Executive Leadership Team

Date of Approval: March 2021

Executive Leadership Team Owner:

Date of Review: March 2023

National Director of Education

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every 2 years. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

### Policy Purpose and Summary

This policy outlines the approach to the provision of feedback in all the Trust's academies.

Effective feedback is a significant factor in pupils' learning. There are a number of important principles, underpinned by best practice and educational research, which govern the effectiveness and impact of feedback. This policy sets out how these principles will be applied across all of our academies.

### Summary of changes at last review:

This policy has been rewritten to bring it into line with best practice, for example, with best-practice and with research evidence from the learning sciences and the use of feedback in education. In addition, it aligns the role of assessment and feedback with curriculum development across the Trust.

### Related documents:

- Curriculum Policy (Primary)
- Curriculum Policy (Secondary)
- Teaching & Learning Policy

## Feedback Policy

*'The most powerful single modification that enhances achievement is feedback'*

(John Hattie)

*'[A] fundamental principle of effective feedback is that feedback should be more work for the recipient than for the donor'*

(Dylan Wiliam)

### 1. Introduction and Purpose

- 1.1. Feedback is an integral part of formative assessment. Effective formative assessment is one of the biggest levers teachers have to improve pupil outcomes. As Dylan Wiliam observes: 'When teachers do formative assessment effectively, students learn at roughly double the rate than they do without it'.
- 1.2. This policy sets out some overarching principles for how feedback is provided to pupils. Appendix 1 provides further detail about the specific approaches used in our academy, and across different subjects.

### 2. Scope

- 2.1. This policy applies to every leader, teacher and teaching assistant. It is the responsibility of classroom teachers in particular to ensure that pupils receive timely and effective feedback about their learning.
- 2.2. The policy also applies to different subject disciplines across the school curriculum, such as history, mathematics, art, physical education and so on. However, precisely how feedback is provided and acted upon across different subjects is likely to differ significantly, owing to the specific needs of each discipline and their curricula. However, the overarching principles of effective feedback will apply whatever the subject discipline in question.
- 2.3. Similarly, especially in primary academies, pupils in younger year groups may receive feedback in different ways to older pupils. For example, written feedback, or feedback requiring longer written responses, will be much less evident in Year 1 compared with Year 6.

### 3. Principles of feedback (and marking)

- 3.1. We recognise the fundamental importance of feedback as part of the learning process. Effective feedback will enable pupils to identify and understand their errors and misconceptions, and provide information to the pupil to help put them right promptly. The overarching aim of feedback is to ensure that pupils are able to learn the curriculum

effectively.

3.2. With this in mind, our approach to feedback is underpinned by the evidence of best practice, including from the Education Endowment Foundation (EEF) and other educational research. Research undertaken by the EEF shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's 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.

3.3. It is important to note that feedback is NOT synonymous with marking. We are mindful of the workload implications on staff of written marking, and of the research surrounding effective feedback. There is very little evidence which suggests a notable impact from marking on pupils' learning, given the time many teachers devote to it.<sup>1</sup> However, there is considerable evidence which indicates that marking places a significant burden on teachers and prevents them from using their time more efficiently and effectively to improve pupils' learning – for example, by planning high-quality sequences of learning.<sup>2</sup>

3.4. This is not to say that teachers will never 'mark' pupils' work. Written comments by teachers on pupils' work can serve to motivate, acknowledge work and effort, and pinpoint specific improvements that can be made, including to presentation and pride in work. However, such marking should be judicious and efficient, and not be the main route by which pupils receive feedback about their learning. In particular, 'double' or even 'triple' marking will never be used.<sup>3</sup> Such approaches are very workload intensive, and have not been demonstrated to have a corresponding impact on learning.

3.5. A further important principle is that feedback (especially written feedback) should rarely be accompanied by marks or grades. There is considerable evidence of the negative impact of this approach. Providing a mark or grade often detracts from the impact and value of the accompanying feedback, with pupils focusing on the mark or grade, rather than the feedback provided. Where grades and marks are shared with pupils, it should be in a way that the pupil understands the meaning of the mark/grade, and that it reflects where the pupil is in their level of mastery, and is not a reflection of the pupil themselves.<sup>4</sup>

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<sup>1</sup> [EEF Marking Review - April 2016](#)

<sup>2</sup> For example: [Teacher Workload Marking Policy Review Group](#)

<sup>3</sup> 'Double' marking is a practice where a teacher provides written feedback, the pupil responds to this feedback, and the teacher then writes further written feedback in response to the pupils' response!

<sup>4</sup> [Kappan Online - Grades vs Comments - Research on student feedback](#)

3.6. Crucially, feedback should always be provided as close as possible to the 'point of learning' – that is, pupils should receive feedback at the point at which they are most likely to benefit from it, usually where they are actually wrestling with learning new content. In many cases, this will be during a lesson or other session, where teachers will provide feedback to individual pupils, or groups of pupils, as a result of information about how well pupils are understanding the content of the lesson (for example, through questioning and dialogue with pupils).<sup>5</sup>

3.7. At our academy feedback (and, where appropriate, marking) should:

- be supportive and constructive
- be related to pupils' needs, attainment and prior knowledge
- ensure that pupils know how well they have done/are doing and what they need to improve and achieve well – for example, by using 'remember to' statements for children to address in their next piece of work
- where appropriate, use modelling by sharing examples of how the intended learning can be met
- provide pupils with appropriate opportunities to assess their own work and that of others
- follow consistent principles throughout the school - although as noted in 2.2 and 2.3 above, feedback may differ substantially across different subjects and year groups.

3.8. For pupils in year groups studying for public examinations (usually key stages 4 and 5), feedback following 'mock' examination papers or similar assessments will usually focus on the aspects pupils need to improve in relation to the specific requirements of the examination or rubric. Teachers will, therefore, pay close attention to these areas in the feedback they provide. Nevertheless, the principles outlined above, which apply to effective feedback of all kinds, will always apply.

3.9. Feedback should always lead to an action or response on the part of the teacher and/or pupil. This action might take the form of a response by the pupil in their work (for example, correcting, or re-drafting, work), or by the teacher re-teaching important content and checking that the pupil or pupils have a secure understanding before moving on.

3.10. Feedback, while primarily a key part of formative assessment, will also inform teachers' summative assessments of pupils' learning. For example, teachers will draw on their knowledge of the feedback provided to pupils, and their responses to it, when making summative judgments about pupils' learning (and, where appropriate, reporting on it).

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<sup>5</sup> This is often a drawback with written feedback. Frequently, written feedback is provided some time after the pupil first encountered a difficulty or misconception, for example when a task or exercise is marked by the teacher. This distance in time can place a further barrier to overcoming the issue the pupil had encountered.

- 3.11. It is important to note that, during Ofsted inspections, inspectors will NOT evaluate teachers' marking. However, the extent to which marking (and assessment) places an unreasonable burden on teachers will be evaluated as part of the judgement on 'leadership and management'.<sup>6</sup>

#### **4. Monitoring and Evaluation**

- 4.1. Senior leaders are responsible for ensuring that assessment and feedback are implemented effectively and consistently across the academy. Middle or subject leaders should regularly review the implementation and impact of assessment and feedback in their subject areas, and take any actions needed to improve its effectiveness. Quality assurance processes should always evaluate how well feedback is helping pupils to learn the curriculum effectively, and to put right their errors or misconceptions.
- 4.2. The approach to assessment and feedback will be scrutinised at termly Governance Review Days (GRDs) and at regional level through the termly Regional Performance Boards (RPBs). At all times, academies are responsible for demonstrating the impact of approaches to feedback on pupils' learning

#### **5. Review**

- 5.1. This policy will be reviewed every two years by the National Director of Education, supported by the Director of Curriculum and Assessment, and approved by the Board of Trustees. The policy will then be adapted as necessary by academies, with the support of Regional Education Directors.

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<sup>6</sup> [Ofsted School Inspection Handbook - Section 5 Inspections](#)

## **Appendix 1 – Shenley Academy Marking and Feedback Policy 2020 – 2021**

### **Introduction**

Marking and feedback to students should be:

- At the heart of the assessment, recording and reporting process.
- An essential part of teaching and learning.
- An integral part of reflection by students.
- A continuous two-way process which:
  - provides feedback to be given to the student to help improve their learning.
  - provides the teacher with vital information that feeds forward into their planning.

### **Definition**

Marking is defined as a means by which students, teachers, parents/carers and the Academy can:

- Assess a student's progress.
- Inform the student how to improve to maximise progress.
- Praise a student's effort and achievements.
- Inform planning for the teacher.

Students should be proud to show their books to anyone and teachers' comments should be part of that pride.

### **Aims**

Marking at all Key Stages will:

- Provide clear feedback to students about how to make progress.
- Focus teachers on those areas of learning where groups and individuals need specific help.
- Provide a record of students' progress.
- Be characterised by fairness and consistency.
- Be an essential part of the learning process.
- Recognise, encourage and reward students' effort and progress.
- Be an important way of informing students and parents/carers of expectations regarding the content and presentation of their work.
- Help students and parents/carers understand strengths and weaknesses in their work.
- Be used to evaluate the effectiveness of learning and teaching.

### **General Procedures**

In order that the marking policy is applied consistently across the Academy, teachers will:

- Mark in green pen.
- Undertake marking as soon as possible after the completion of work, but at the latest, two weeks after the work was produced for subjects who regularly see their classes i.e. every day and three weeks after for subjects who do not regularly see their classes.
- Allow students time to review their marked books using red pen, so students can reflect upon any comments made on their work and act upon the suggestions that are made.
- Mark students' reflection, in order to check that students have properly reviewed / reflected on marking and have acted upon comments.

### **Literacy**

Literacy is everyone's responsibility, so all teachers must correct the following, through rule reminders of the following:

- Missing or unnecessary capital letters.
- Incorrect or missing punctuation.
- Incorrect spellings - the correct spelling should be written above the incorrect version or in the margin for less able students. Nevertheless, only the most important words should be marked for correction if spelling is an issue for the student, as over-marking can undermine student confidence – maximum of 3 per page.
- The sentence does not make sense due to grammatical errors e.g. Their were three birds flying in the sky.

All staff members are required to visually address a selection of spelling, punctuation and expression based errors using the following set of codes as part of the academy Assessment and Feedback Policy:

Literacy Marking Foci	Margin Code
Capital letters are incorrect or missing	C
Punctuation is incorrect or missing	P
There is a spelling error	S
The sentence does not make sense due to grammatical errors	G

Teacher should always correct grammatical errors, (both written and verbal), e.g., “I done it yesterday”, no matter what the age or ability of the student.

### KS3 Marking

The assessment package for each composite consists of the following:

- Knowledge Retrieval Quizzes – Every Lesson
- Interim Assessment (This does not apply to maths and science as the units are less than half a term)
- End of Composite Assessment

This will result in a teacher assessed piece of work (interim / end of composite) followed by feedback and reteach being in the students books every 2/3 weeks depending on curriculum time.

### Interim Assessment

Halfway through teaching of the unit the students will complete an interim assessment (Appendix A - Example from 7.1 History). This is a 20-minute task (completed in the student’s books) which will provide the students with the opportunity to assess their knowledge against the expected knowledge gained during the unit. The teacher marks the interim assessment. The feedback sheet includes a table with the student’s knowledge RAG rated and a feedback task. This feedback sheet is printed on yellow paper. The student then completes a feedback task in red pen. This is then either marked by the class teacher or student. The feedback sheet is to be stuck flat in the students’ books so that it can be clearly seen.

All classwork and reflection should be marked (either by the teacher or student), in addition to the interim assessment. Class teachers are expected to check the rest of the book for presentation, check sequence of learning and to check for any additional literacy concerns.

### End of Composite Assessment

At the end of each composite there is an end of composite assessment (Appendix B - Example from 7.1 History). This is a written assessment which assesses the core knowledge that would have been taught during the composite (unit). The students should complete the assessment in the books. This is marked by the class teacher and the students receive a yellow feedback sheet. The feedback sheet will provide the student with the following:

- Percentage/Mark
- Curriculum coverage scale score

- Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)
- Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)
- Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)
- Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected (4).
- Details on how to improve
- Effort score
  - Outstanding
  - Good
  - Satisfactory
  - Cause for concern
- Literacy focus
- Presentation focus
- Feedback task

The feedback task is then either marked by the class teacher or student.

NB. All classwork and reflection should be marked (either by the teacher or student), in addition to this assessment. Class teachers are expected to check the rest of the book for presentation, check sequence of learning and to check for any additional literacy concerns.

### **KS4 Marking**

At least once every two or three weeks, depending on regularity of teaching the class, teachers must formally assess a piece of work, using the yellow feedback sheet (see Appendix C), giving it a grade and effort score. They must also provide summative comments at the end of this piece which:

- Praise students' achievements.
- Give a minimum of two developmental comments, written in language appropriate to the age/ability of the student.
- Clearly identify areas for development and demonstrate how this can be achieved.
- Allow students to respond thoroughly.

These grades should be used as evidence to inform the completion of interim reports.

N.B. All classwork and reflection should be marked (either by the teacher or student), in addition to this 'deep marking'. Class teachers are expected to check the rest of the book for presentation and to check for any additional literacy concerns.

### **In Summary**

The marking of students' work should:

- Inform the student how to improve to maximise progress.
- Be completed in green pen by the teacher.
- Take place, at the latest, two or three weeks after the work was produced depending on regularity of teaching the class.
- Be reviewed by students using red pen.
- Address literacy errors.
- Include a minimum of two developmental comments every two weeks on the green sheet.

- All classwork and reflection should be marked, in addition to this 'deep marking'.