

Feedback Policy

SCOPE:	Academy Policy
AUTHOR/ORIGINATOR:	Assistant Vice Principal
NAME OF RESPONSIBLE PRINCIPAL:	Academy Principal & Sector Director
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Working together to be exceptional in all that we do so that we may have and live it to the full (John 10:10)

SCHOOLETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 5 core values of:

- Act Wisely
- Build Community
- Embrace Opportunities and experiences
- Help others
- Show kindness

These core values underpin our policies, procedures and the way we treat one another in our community.

INTRODUCTION

All Saints Church of England Academy (ASA) has adopted the principles outlined by the Department for Education Marking Policy Review Group, 'Eliminating unnecessary workload around marking' report (2016). We have also drawn upon the research conducted by Oxford University and the Education Endowment Foundation "A Marked Improvement" (2016). The revised policy for September 2026 has a focus on: -

- Ensuring students receive regular high quality feedback that supports rapid progress.
- Is responsive to students' needs.
- Considers staff workload.

THE PRINCIPLES OF EFFECTIVE FEEDBACK

- Effective feedback is a key driver for progress.
- Teacher-student dialogue is central to the progress of students.
- Informs future teaching.
- Provides the opportunity for students to review their progress.
- Develops the independence of a student and provides them with the tools, knowledge and determination to drive forward their own learning and progress.

It is essential that feedback helps students know where they are with their learning and what they need to do to move their learning forward.

It is essential that Feedback is: -

- **Meaningful:** it varies by key stage, subject, and what works best for the student and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** practice is proportionate and considers the frequency and complexity of written feedback
- **Motivating:** it should help to motivate students to progress. This does not mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students are, this can become a disincentive for students to accept challenges and take responsibility for improving their work.

At All Saints we draw a distinction between *feedback* and *marking*. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback. Please refer to the Marking Policy for guidance on marking at All Saints.

Commented [KR1]: We should add reference to the 2021 EEF 'Teacher Feedback to Improve Pupil Learning' report - [Teacher Feedback to Improve Pupil Learning | EEF](#)

Commented [HC2R1]: Yes please add.



Figure 1. Examples of different forms of feedback.

Source; Education Endowment Fund/ Oxford University, "A Marked Improvement" (2016)

QUALITY

The **quantity of feedback** should not be confused with the **quality**. The quality of the feedback, however, given, will be seen in how a student is able to tackle subsequent work.

It will be the professional judgement of the teacher on which form of feedback will be most likely to secure the best possible student progress.

TYPES OF FEEDBACK

The two most regularly used forms of feedback used by teachers at All Saints Academy are:

- Live Verbal Feedback (Teacher and Peer)
- Live Written Feedback (Teacher and Peer)

1. LIVE FEEDBACK

1.1 Live Teacher Feedback

This is one of the most valuable forms of feedback and will take place in every lesson. This feedback is responsive to students learning, quickly addresses misconceptions and allows students to make strong progress within lessons. The two most commonly used forms of live feedback at All Saints Academy are :

(a) Verbal Feedback

Verbal Feedback is the most commonly used form of feedback at All Saints Academy. Verbal feedback is immediate and can be adapted and personalized. Both whole class and individual feedback are a key part of any high-quality learning experience. The quality of verbal feedback is equally important to the actions taken by the student post receiving verbal feedback i.e. how it moves their learning

forward, supports progress, increases outcomes.

Verbal feedback can be whole class or individual, however, it should be carefully considered, targeted, and have actionable points. Verbal feedback could, for example, be as part of an individual discussion with a student or showing work via a visualizer. Verbal feedback can also be provided by Peers with appropriate scaffolding, structure and support.

(b) Live Written Feedback

Teacher Live Written Feedback

Live written feedback from a Teacher is commonly used in classes where each lesson a small sub group of students receive live written feedback in their books whilst they undertake a piece of work within the Independent deliberate practice (Purple zone) element of the lesson. The Live Written Feedback is related to the current piece of work a student is working on and allows them to improve it as they work on it. Teachers will subdivide classes so that a small number of students receive live written feedback each lesson. Typically, this would be for 6 students per hour of teaching which would result in each student receiving live teacher written feedback at least once every five hours of in class learning. Live Witten Teacher feedback will be provided in one of the ways below:

Either:

- **Handwritten by the teacher in Green Pen**
- Or
- Teacher Feedback Sticker

There is an expectation that students always respond to live written feedback either as a live response within their work including improving the quality of their work and/or a draft or redo task.

1.2 Live Peer Feedback

This valuable forms of feedback and will take place within lessons. This feedback is responsive to students learning, quickly addresses misconceptions and allows students to make strong progress within lessons. It is essential that when PEER FEEDBACK is used as a strategy in class that Teachers model and scaffold it to support students in successfully giving and receiving Peer Feedback.

(c) Live Peer Verbal Feedback

Students can work in pairs or small groups to provide Peer to Peer Verbal Feedback.

(d) Live Peer Written Feedback

This strategy is typically used where a Teacher has provided success criteria prior to students completing an piece of written work within Independent Practice (Purple Zone) and that at the end of the Independent Practice period of time students pass their work to a allocated peer to review and feedback on their work.

Peer Feedback must be modelled by a Teacher and scaffolded with Peer Feedback being directly linked to the success criteria for the task.

Live Peer Witten feedback will be provided in **RED PEN**.

There is an expectation that students always respond to live written feedback either as a live response within their work including improving the quality of their work and/or a draft or redo task.

2. POST LEARNING FEEDBACK

This is feedback provided by the Teacher post the lesson where it is completed. The student receives and responds to this within the reflective and redo work set in an upcoming lesson or for home learning. This will be typically provided AFTER a mid-module or end of module assessment, although it

may take place at other times as decided by the Curriculum Lead aligned to their curriculum intent and implementation.

(a) Whole Class Teacher Written Feedback (AKA – Green sheet)

Templates for Whole Class written feedback (APPENDIX 2) can be subject specific or aligned to the whole school template. Where departments have specific templates/documents they choose to use they must ensure these have been reviewed by the Assistant Vice Principal Teaching and Learning to ensure consistency in quality of experience for the students. The benefits of whole class feedback allow a teacher to identify common areas of understanding and common misconceptions, this will then: –

- a. Inform future planning and teaching.
- b. Inform Feedback activities.
- c. Support students' learning moving forward

- Whole class written feedback can be provided using a whole class written feedback template in the form of a PowerPoint sheet that is stuck into students' books. Whole-class feedback is used where patterns of strengths, errors and misconceptions are identified across a class. This may be provided through the Academy green Whole-Class Feedback sheet.
- Green Whole-Class Feedback identifies what pupils have done successfully, common misconceptions or areas for development, and a clear improvement/action task. Pupils are given dedicated time to respond through correction, redrafting, reteaching or further practice.
- Whole class feedback can be shared and led by the Teacher during the Teacher Instructional Phase with students then completing their allocated feedback work during the Deliberate Practice section of the lesson. It is also appropriate for response to feedback tasks to be set as Learning outside of the classroom tasks.
- This is where feedback is key, and should have appropriate time allocated to it within a lesson immediately after the feedback has been provided and focused on students undertaking tasks that respond to the feedback, address the misconceptions and provide planned opportunities for redo and drafting work.
- These lessons will be **Feedback Focus Lessons** dedicated to moving a particular strand of knowledge or skills forwards. Typically these lessons will be post an assessment has been undertaken and be responsive to the assessment.

(b) Personalised Individual Teacher Written Feedback

Personalised Individual written feedback by a teacher can be provided in a number of different ways including:

- Hand written in students book in **GREEN PEN**
- Using a Feedback sticker
- Where work is handed in electronically feedback can be provided electronically on work submitted on ClassCharts and TEAMS if this is the teachers preferred mechanism for providing feedback. Where Feedback is provided electronically this should be printed, given an appropriate title and stuck in books to help inform students learning and future work moving forwards.

Personalised individual written feedback by a teacher should facilitate students learning and progress through identifying;

- What Went Well (WWW) comment.
- Even Better If (EBI) comment.
- Where appropriate reference to exam specification / criteria.
- Include a clear feedback task ("TRY NOW") to support student in achieving or exceeding their target grade to be completed by the student in **PINK PEN**

Commented [KR3]: This would require lots of CPD and my experience has been that this is often not a particularly efficient way to move pupils forward.

Commented [HC4R3]: Nope but we can offer that as an option, we need to have a range of options open to colleagues

3. **FEEDBACK IS A DIALOGUE**

Where Feedback is provided it is key that it is a dialogue between the teacher and student, with the student reflecting on and responding to the staff members feedback. The student response to a teacher having provided personalised individual feedback is completed in **PINK PEN**.

4. **STUDENTS RESPONSE TO FEEDBACK, SELF-MARKING and CORRECTING**

There is an expectation that our learners respond to the feedback provided this fills key aspect of assessment for learning at All Saints Academy. Students are expected to respond to feedback provided or review targets set. The process of checking and reviewing targets and feedback set should be an intrinsic part of students' approach to taking ownership of their learning.

Feedback tasks can be an activity within Independent Deliberate Practice (Purple Zone) element of a lesson and where appropriate as home learning or extended learning activity.

Feedback Response

Feedback will always provide next steps and opportunities for students to improve and develop their work and learning. Where **GREEN PEN** feedback is provided to students either individually or in the form of whole class feedback. Students will respond in **PINK PEN** to move their learning forwards. Feedback Response Tasks should provide opportunities for at least one of below:

- address student's misconceptions
- provide an opportunity to respond to feedback by redoing a piece of work that is below expected standard
- extend their learning and provide challenge to support rapid rates of progress in the form of a new task.

Students should be aware of the purpose and reason for the feedback activity and how it will move their learning forwards. In the early stages of introducing feedback tasks to students they will need modelling, scaffolding and supporting. Teachers may choose to model feedback in the early days of using it to develop students' confidence and skills.

5. **MEASURING THE IMPACT OF FEEDBACK**

The impact of any form of feedback will be evident through the progress a student has made in their learning. Progress and improvements should be evident that after verbal feedback, and/or after feedback showing the student has responded to and acted on the feedback and their learning has moved forwards. This will be evident in a number of ways including:

- by work being redrafted, self corrected or extended in pink pen.
- quality of work in books improving over time
- progress from midpoint to end of module assessment.

Where progress within learning is evident due to students engagement in the feedback dialogue teachers will celebrate this both within feedback and where appropriate on Classcharts.

6. **REGULARITY OF FEEDBACK**

Please refer to Appendix 1 – Ensuring consistency in quality of experience for students September 2025

7. **QUALITY ASSURANCE**

Quality Assurance of Feedback provided and the impact of it will be quality assured initially by Curriculum Leads through a range of methods including: -

- Book Looks (Student Progress with books)
- Student voice led by Curriculum Leads
- Curriculum Lead Learning Walks.

Commented [KR5]: I'm not sure that our current uptake of homelearning / support from parents mean that this is a good plan. Great as an aspiration to work towards but I wouldn't like to promote it at the moment.

Commented [HC6R5]: We need high aspirations

- Assessment data
- Developmental Drop In's (DDI)
- SLT Learning Walks.
- SLT Book Scrutiny

The Assistant Vice Principal will report to SLT half termly on quality assurance.

8. POLICY REVIEW

This is a new policy for September 2025 and will be reviewed annually.

Appendix 1: Ensuring consistency in quality of experience for students

Issued: September 2026

To support in ensuring we have consistency in quality of experience and opportunities below are the whole school expectations for feedback, checking and assessment of students work across the whole academic year. The quality assurance of the consistency of experience of students sits with the Curriculum Leads initially, supported by the Senior Leadership Team.

All Subjects Key Stage 3 – Year 7,8,9

Live Feedback that takes place within the lesson				Feedback that takes place post the lesson but is shared with students and responded to in a future lesson		Assessment Feedback	
Teacher Written Feedback	Peer Written feedback	Teacher verbal feedback	Peer verbal feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback <i>Either combination of whole class and individual or just individual</i>	Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks
At least once every 6 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	At least once per module.	At least twice every module	2 per module	2 per module

Key Stage 4 – Year 10 and 11

	Live Feedback that takes place within the lesson				Feedback that takes place post the lesson but is shared with students and responded to in a future lesson		Assessment Feedback		
Subject	Live Written Teacher Feedback	Live Written Peer Feedback	Verbal Teacher feedback	Verbal Peer feedback	Checking of class notes and addressing misconceptions in notes	Written Feedback <i>Either combination of whole class and individual or just individual</i>	Minimum number of assessments of learning tasks that are marked, and feedback given on	Minimum regularity of assessment of learning tasks	Formal Exams Y / N
All GCSE / BTEC L2	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	As regularly as is appropriate and supports learning and at least twice every module	At least twice every module	Mid Unit and End of Unit	6	Mocks in Year 10 and Year 11
Core RE	At least once every 5 learning hours for each student	As regularly as is appropriate and supports learning	Each lesson	As regularly as is appropriate and supports learning	As regularly as is appropriate and supports learning and at least twice every module	At least twice every module	Mid Unit and End of Unit	6	Mocks in Year 10 and Year 11

