Feedback and Evaluation Policy

Date: June 2025
Review date: June 2026
Approved by Advisory Board: June 2025

Linked with other policies:

Signed:

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
New	July 2022		
V2		P4 Written feedback	Added: This is often given 'live' in the lesson, together with a conversation with the learner And Written feedback will be given using a green pen.
V3	June 2024	P4 Written Feedback	When google classroom is being used, often written feedback is given live with student work in front of the teacher. There may also be comments in the 'comments' session that are given outside of lesson time when work is returned.
V4	June 2025	P4	'session' corrected to 'section'
		P6	records of student progress now uploaded to Arbor

Rationale

At All Saints School we recognise the importance of feedback as part of the learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Effective feedback is an essential part of the education process. At its heart is the interaction it encourages between practitioner and student. It is a way of acknowledging students' working, checking outcomes and setting targets to ensure good progress is made.

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

● Focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

The research is also clear that

● Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

This policy aims to set out expectations across the school for all practitioners (teachers, HLTA's, TA or senior leaders) on feedback.

Before giving feedback practitioners need to provide high quality instruction, including the use of formative assessment strategies. High quality instruction will follow our learning policy focussing on meeting the needs of our young people. Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

When giving feedback, practitioners have a range of decisions to make, and can provide feedback in a variety of different ways. Feedback can:

● focus on different **content**; e.g., the particular **task** that a student has undertaken; the underlying processes related to a specific **subject**; or a student's **self-regulation**
● be delivered in different **methods**; e.g., verbally—this could be detailed conversation or quick verbal comment; or written—this may be written comments, written marks, scores, or a combination.
● be **directed to different people**; e.g., to the whole class; to specific groups; or just to individuals.
● be delivered at **different times** e.g., during a lesson; at the end of a lesson or sometime after a lesson.

Content:

Task - Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.

Subject -Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.

Self-Regulation -It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.

It is vital that practitioners plan for feedback, evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Methods

There are many different forms of feedback in a school: verbal and written feedback, student to student, practitioner to student, student to practitioner, self- evaluation.

Verbal feedback is extremely powerful and can be given at any point during a lesson, either on an individual basis, to a group or to the class. Feedback is not just given at the end, but whenever needed during the lesson, reviewing progress towards the learning objective and addressing misconceptions, making improvements or to add further challenges. They also give time to reflect on the 'how' of learning in addition to 'what' has been learnt. Students are involved as much as possible in self-evaluating their work. The effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective practitioner feedback.

Written feedback is also extremely important and, to ensure children make rapid progress we can set tasks for children to respond to when marking, to enable them to make improvements to their work. Time is given for students to read written comments and make a response, including corrections. This is often given 'live' in the lesson, together with a conversation with the learner. The EEF states 'written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by students'. Written feedback will be given using a green pen.

When Google Classroom is being used, often written feedback is given live with student work in front of the teacher. There may also be comments in the 'comments' session that are given outside of lesson time when work is returned.

Student to student feedback or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work. It must be planned into the learning process and students taught how to give and receive appropriate feedback.

Self-evaluation occurs when learners assess their own performance. With practice, they learn to: objectively reflect on and critically evaluate their own progress and skill development, identify gaps in their understanding and capabilities

Different people

Some feedback will be appropriate to the whole class and some will be specific to a group of students or individuals.

Different Times

Feedback occurs at one of three common stages in the learning process:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments where appropriate)

Type	**What it looks like**	**Evidence for observers**
Immediate	- Includes practitioners gathering feedback includes use of mini whiteboards, online feedback forms, exit tickets etc - Takes place in lessons with individuals or groups - Often given verbally to students for immediate action - May redirect the focus of the lesson - May involve annotation in books	- Learning walks / lesson observations - Some annotations in books
Summary	- Takes place at the end of the lesson or the activity - Involves whole groups or classes - Provides an opportunity of evaluation of learning - May be verbal or written feedback	- Learning walks /Lesson observations - May be evidence of peer / self-marking - May be selected marking
Review	- Takes place away from the teaching - May involve written comments for students to respond to - Provides practitioners with opportunity of assessment of understanding - May lead to targets being set for future learning - May be deep marking particularly summative assessments	- Written comments and appropriate responses - Use of annotations to indicate future targets and Next Steps

There is not one clear answer for when feedback should be provided. Rather, practitioners should judge whether more immediate, summary or review feedback is required; considering the characteristics of the task set, the individual student, and the collective understanding of the class.

Receiving feedback

A variety of factors may influence whether students seek and welcome feedback—and are then able to use it effectively—and these may affect students differently. Careful consideration is therefore needed when offering feedback to students; a 'one-size fits all' approach may not be so impactful. Factors that may influence a student's use of feedback particularly at All Saints School include:

- student motivation and desire for feedback;
- Self-confidence and self-concept;
- Trust in the practitioner;
- Working memory

It is therefore important that practitioners prepare students to receive feedback by:

- Discussing the purpose of feedback
- Modelling the use of feedback
- Providing clear, concise, and focused feedback
- Ensuring students understand the feedback given

It is vital that practitioners evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

At All Saints School we have agreed that

- Feedback is part of the learning cycle
- Before giving feedback practitioners will provide high quality instruction including the use of formative assessment
- Practitioners need to consider the content of the feedback, (task, subject, self-regulation)
- The method of the feedback needs to be considered (verbal, written, practitioner to student, student to student, student to practitioner or self-evaluation)
- Who the feedback is aimed at will be considered (whole class, specific students, individual student)
- The time of the feedback needs to be considered (immediate, summary, review)
- Practitioners need to consider how students receive feedback
- All teachers have compiled a document of what feedback looks like in their classrooms.
- Written feedback will be in green pen
- Records of student progress will be uploaded to Arbor
- Work will be retained in exercise books or folders to provide a cumulative record of good quality work and show progress over the school year. All completed books need to be kept in the classroom until the end of the academic school year. A sample of model work will be kept for model purposes
- At KS4 deep marking should occur at least once every term

- Success Criteria and/or exemplar work will be shared with learners prior to completion
- Deep marking will be carried out against the success criteria and will clearly identify positives and the learners Next Step
- After deep marking has taken place, learners will be given suitable time to respond (where appropriate) and make necessary improvements to their work
- Everyone will use the written feedback code set out in appendix 1
- Classes and departments can add to the above set of criteria; these additions will be found in appendix 2

Headteacher and School Senior Leadership team will

- Ensure the feedback policy is implemented by all staff.
- Monitor the policy and make amendments where necessary.
- Provide resources needed to successfully implement the policy.
- Support and provide training opportunities for new and existing staff members to become familiar with the school's expectations.
- Communicate the policy to school stakeholders.

Review

This policy will be reviewed in line with the school's policy review programme. The Headteacher is responsible for reporting to the advisors about the quality of its implementation and its impact. In the light of this, policy amendments may be made.

Appendix 1

Written Feedback code

Written comments in a green pen

Codes

SP = Spelling correction (SP to be written in the margin and the word underlined)
P = punctuation needed

// = new paragraph

? = not clear

^ = something is missing

- Note: No more than four spelling corrections per piece of work