



The
Appleton
School



Feedback for Learning Policy

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| Adopted by the Governing Body on | 24.06.25 |
| Signature Chair of Governors | <i>Clittle</i> |
| Next Review Date | |

June 2025

Achieving Excellence

This policy aims to establish a clear framework for providing feedback at The Appleton School, setting out the aims of feedback, the frequency with which it will occur and the ways in which feedback will be provided.

We believe feedback should:

- Inform pupil progress
- Have a positive impact on pupil outcomes
- Be a good use of teachers' time

This is underpinned by the three M's of feedback taken from (Eliminating unnecessary workload around marking 2016).

Manageable: Assessment policies should be clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.

Meaningful: Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Motivating: Marking should help to motivate pupils to progress. This **does not** mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Strategies

Build in live sampling - Select a sample of work and mark it in front of pupils, e.g. use a visualiser, so students see how work is corrected, enabling them to then make amendments to their own work.

Use "sampling for planning" - Focus on a sample of pupils' work after a lesson and use the understanding gained about progress to inform the planning of the subsequent lesson(s).

Prioritise key pieces of work - Use schemes of work to identify which pieces of work should be prioritised for more detailed feedback.

Use feedback codes where appropriate - These can be used to draw pupils' attention to common strengths and areas to develop to reduce the need for lengthy responses.

Written and verbal feedback

Other than a tick for completion, a teacher should only write in books if:

- they are pointing out a good attribute that a pupil must continue to use
- they are pointing out a literacy error
- they are pointing out an area for development (this can be highlighted in the text)
- the work will conclude with a GCSE style mark (where appropriate) and a tangible next step to move learning on

Where verbal feedback is given, teachers should only record it if it will reinforce the implementation of the next step. It should not be provided for the benefit of 'work scrutinies'.

Feedback is not one-way, but is a dynamic process through which students are helped to reflect on and to improve their learning.

When asking students to act on feedback, framing student actions around the three C's is expected e.g.

- **Correction** of mistakes of weaknesses.
- **Consolidation** of skills or knowledge.
- **Challenge** to go further or deeper.

Practicalities of the policy

Expectations:

Written feedback

- Any teacher feedback in books should be recorded in **red pen**. This is to ensure consistency across the school and reduce cognitive load for pupils.
- There is no requirement to provide written feedback on process work, note-making, or, indeed anything other than specifically selected work which the teacher wants the pupils to act on and improve with **green pen**. The use of **green pens** ensures consistency and reduces cognitive load for pupils.
- Feedback on all formal assignments, controlled assessments, coursework and mock exams (in line with JCQ guidelines) should be given to students in line with department policy.
- Comments and annotations should:
 - Indicate specific strengths whilst setting clear, meaningful next steps
 - Motivate the learner to improve by being positive and personal.
- Feedback should be selective and carefully focused, supporting students in reflecting on and improving their own work.
- Students must be visibly acting on feedback. Responses to comments, corrections, improvements and edits should always be made in **green pen**.
- All summative assessment feedback for Key Stage 4 must be printed on green paper.

In-class verbal feedback:

- In-class verbal feedback should be provided as often as possible.
- In the classroom, teachers should ensure that all students are receiving positive, formative feedback on their work, within whole-class discussion and questioning as well as one-to-one dialogue.
- Teachers should be circulating purposely delivering feedback in class.
- As with written feedback, students must be consciously acting on oral comments, but this does not mean recording that oral feedback which has been given.
- As with written feedback, pupils should action oral feedback using a **green pen**.

Whole Class Feedback:

- Whole class feedback should be provided as often as possible.
- Whole-class feedback should be used to provide feedback on common issues or misconceptions that arise in a particular piece of work.
- Provide feedback to the whole class quickly and efficiently, and to address any areas of misunderstanding or confusion that may have arisen.
- As with written feedback, pupils should action whole class feedback using a **green pen**.

Use of coloured pens:

- Teacher feedback should always be given in **red pen**.
- Pupils responding to specific teacher feedback should always be given in **green pen**.

Accountability of the policy

Work scrutinies

Heads of faculty and/or departments in addition to senior leaders will quality assure marking and feedback and provide appropriate support.

- Quality assurance will focus on how the pupil is progressing. It will not focus on the teacher's writing, but rather the feedback's impact on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes.
- Opportunities to share good practice related to feedback will be built into the calendar, but each HOD/HOF will timetable these when it is appropriate for their department.
- Upon observations/book scrutinies the following questions should be considered:
 - Can progress be seen over time?
 - Is the work being completed in green pen showing clearly that pupils are acting on feedback and improving as a result of that feedback?
 - Formal assessment feedback should clearly identify students' strengths and areas for improvement, providing opportunities to address gaps in their knowledge or skills.
- Pupils will be included as part of the scrutiny process. They can be invited to present their book and identify how they have acted on feedback, be that written feedback, selective marking, verbal feedback, in-class feedback or whole-class feedback.

Student written feedback

After each summative assessment:

- Students must be given time to reflect on their feedback using the school's designated feedback proforma.
- They should be guided to improve at least one task or question that targets a gap in knowledge or skills to support progress.
- Student reflections and improvements should be completed in green pen.
- Teacher feedback must be printed on light green paper for consistency and clarity.

Other Related Policies

This policy should be read in conjunction with our other school policies, in particular:

KS5

- Sixth Form Assessment Policy
- Sixth Form Feedback Policy
- Sixth Form Mock Exam Process Policy
- Sixth Form Use of Technology Policy - *we reference folder checks and work scrutiny on this policy*

KS4

- PPE Guidance