



Ambition  
Courage  
Respect

# **Feedback for Learning Policy**

(Formerly Marking Policy)

# Feedback for Learning Policy

## Rationale

At The Angmering School, we believe that excellent feedback is one of the most powerful tools available to teachers to improve learning. Feedback enables teachers to identify misconceptions, celebrate success, adapt teaching and ensure that every student continues to make progress.

This policy should be read alongside the school's:

- Teaching and Learning Policy
- Assessment, Tracking and Reporting Policy
- Teaching and Learning Toolkit

Feedback is one of the five core principles of Quality First Teaching at The Angmering School, alongside Explanation, Modelling, Deliberate Practice and Questioning. Effective feedback is responsive, timely and purposeful. It supports students to understand where they are in their learning, what they have achieved and what they need to do next.

We recognise that feedback takes many forms. While written marking has an important place, research consistently demonstrates that the greatest impact comes from responsive teaching during lessons. Consequently, this policy places greater emphasis on live feedback, questioning and responsive teaching than on extensive written marking.

Our approach is underpinned by three simple principles:

- Feedback should improve learning.
- Feedback should inform future teaching.
- Feedback should be proportionate and sustainable.

Our expectation is not that every piece of work receives written comments, but that every student receives regular, meaningful feedback which helps them to improve.

# Aims

This policy aims to:

- ensure feedback improves student learning;
- develop students who understand how to improve their own work;
- support consistently high-quality teaching across the school;
- ensure feedback informs teachers' planning and curriculum delivery;
- reduce unnecessary workload whilst maximising impact;
- provide consistency whilst allowing departments professional autonomy;
- develop independent, reflective learners.

## Principles of Effective Feedback

At The Angmering School, effective feedback is:

### **Responsive**

Teachers continually gather information about learning and adapt their teaching accordingly.

### **Timely**

Feedback is given when it will have the greatest impact on learning.

### **Actionable**

Students are given opportunities to respond and improve.

### **Accurate**

Feedback is subject-specific and identifies misconceptions precisely.

### **Proportionate**

The method of feedback should always be appropriate to the task and the curriculum.

Teachers should continually ask themselves:

**Will this feedback improve learning?**

If the answer is no, another approach should be considered.

# Feedback within the Teaching and Learning Framework

Feedback is one of the school's five principles of Quality First Teaching.

Excellent feedback is dependent upon excellent:

- Explanation
- Modelling
- Deliberate Practice
- Questioning

Feedback should not be viewed as a separate activity but as something that happens continuously throughout every lesson.

Teachers should regularly gather evidence of learning through:

- questioning;
- retrieval activities;
- mini-whiteboards;
- observation;
- guided practice;
- independent practice;
- discussion;
- low-stakes assessment;
- formal assessment.

This evidence should immediately inform teaching.

# The Feedback Hierarchy

Teachers should use professional judgement to determine the most effective method of feedback.

## 1. Live Feedback (Expected in every lesson)

Live feedback has the greatest impact because it allows misconceptions to be addressed immediately.

Examples include:

- verbal feedback during learning;
- targeted questioning;
- cold calling;
- all hands up questioning;
- mini-whiteboard checks;
- reteaching;
- visualiser modelling;
- teacher circulation;
- correcting misconceptions as they occur;
- prompting students to improve work immediately.

This should form the majority of feedback across the school.

## 2. Whole-Class Feedback

Where patterns emerge, teachers should respond to the whole class rather than repeatedly writing identical comments.

Examples include:

- modelling excellent answers;
- reteaching misconceptions;
- visualiser feedback;
- common misconceptions slides;
- retrieval starters;
- whole-class improvement tasks;
- class success criteria.

Whole-class feedback should inform future lesson planning.

### 3. Written Feedback

Written feedback should be purposeful and used where it adds value.

This is particularly appropriate for:

- extended writing;
- examination questions;
- coursework;
- practical evaluations;
- independent projects;
- significant assessment tasks.

Written feedback should:

- identify strengths;
- identify misconceptions;
- provide clear next steps where appropriate;
- avoid unnecessary repetition;
- be concise and subject-specific.

Teachers are not expected to provide lengthy written comments on every piece of work.

## Student Response to Feedback

Feedback only becomes effective when students act upon it.

Teachers should provide opportunities for students to improve work following significant feedback.

This may include:

- correcting misconceptions;
- redrafting;
- improving extended responses;
- completing unfinished work;
- acting upon model answers;
- responding to verbal feedback;
- self-assessment;
- peer assessment.

Students are expected to engage positively with all feedback and demonstrate pride in improving their work.

# Formal Assessment Feedback

Formal assessments provide important information about curriculum understanding and future teaching.

Following significant assessments, teachers should:

- identify common misconceptions;
- adapt future planning;
- provide opportunities for students to improve;
- revisit key knowledge;
- use assessment outcomes to inform intervention;
- contribute to department moderation and standardisation.

Departments should ensure assessment feedback aligns with the school's Assessment, Tracking and Reporting Policy.

# Feedback Across the Curriculum

Different subjects require different approaches.

Departments should determine the most appropriate balance of:

- live feedback;
- whole-class feedback;
- written feedback;
- practical feedback;
- verbal critique;
- self-assessment;
- peer assessment.

Feedback expectations are identified within departmental Quality First Teaching documents.

# Presentation Expectations

High standards of presentation support high standards of learning.

Students are expected to:

- record the date and title for each lesson;
- underline titles and dates;
- complete work neatly;
- take pride in presentation;
- respond positively to feedback.

Teachers should maintain high expectations whilst recognising individual student needs.

# Practicalities of providing feedback

- Students complete self or peer assessment in purple pen
- Teachers mark in green pen
- Feedback is provided on green sheets
- DIRT is completed in purple pen

# Roles and Responsibilities

## Classroom Teachers

Teachers will:

- continually check understanding;
- use questioning to identify misconceptions;
- provide timely live feedback;
- adapt teaching responsively;
- provide opportunities for improvement;
- use assessment to inform planning;
- maintain high expectations;
- use professional judgement regarding the most effective form of feedback.

## **Subject Leaders**

Subject Leaders will:

- develop subject-specific feedback approaches;
- ensure consistency within departments;
- monitor the impact of feedback;
- lead moderation and standardisation;
- support colleagues through coaching and professional dialogue.

## **Senior Leaders**

Senior Leaders will:

- monitor implementation of this policy;
- quality assure feedback through curriculum reviews;
- evaluate impact on student outcomes;
- provide CPD where required;
- ensure the policy remains evidence-informed and manageable.

# **Monitoring and Quality Assurance**

Feedback will be evaluated through:

- curriculum reviews;
- work scrutiny;
- lesson visits;
- learning walks;
- student voice;
- assessment outcomes;
- line management meetings.

Monitoring will focus on the impact of feedback rather than compliance.

Leaders will ask:

- Are misconceptions being identified?
- Are teachers adapting teaching?
- Are students improving their work?
- Can students explain how feedback helps them learn?
- Does feedback improve outcomes?

Book scrutiny should focus on evidence of learning over time rather than the frequency of written marking.