



Alcester
Academy

TO BE THE BEST THAT WE CAN BE

Feedback Policy

Author	Head
Approved by:	FGB
Reviewed by:	Qu of Ed/HR Sub-Committee
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Contents:	Introduction, Marking Policy and Notes

1 Introduction

1.1 The academy recognises that the quality of feedback is directly linked to student progress and achievement and is an integral part of the assessment procedure. The academy policy reflects the Department for Education's, Teachers' Standards 'A teacher must make accurate and productive use of assessment and the associated bullet point:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

It is the responsibility of subject leaders to monitor the standard of feedback provided across their subject area, and the responsibility of the leadership team to ensure the subject leader is effectively managing marking and feedback in their subject area, adhering to the feedback policy.

1.2 Examples of formative and summative feedback

Formative feedback (ongoing)	Summative feedback (3 or 6 weekly - see 2.1)
Questioning Quizzing Recall activities Self-assessment Peer marking Demonstrations	At fixed intervals as dictated by exam boards Written feedback in exercise books Mote audio feedback on Google Classroom End of unit performances

2 Quality of feedback

2.1 Key stage three

Summative feedback should be at regular intervals throughout the year.

A class set of books will be split into three subsets and three colours (red, blue and yellow). The Academy expectation is for each colour subset to be marked on a calendared cycle (indicated on the Forward Planner), which on average throughout the academic year works out as every 6 weeks as a minimum. Students and parents can expect summative feedback in books every six weeks.

If a subject chooses to provide feedback more regularly for specific purposes, this will be arranged.

In between this marking cycle, teachers and TAs must be providing responsive teaching in their lessons as they circulate around the class, picking up on strengths, misconceptions, or areas to improve. (5 Focus)
The work of disadvantaged (PP), SEND and PciC/CLA learners should be prioritised by teachers when marking and giving feedback.

Teachers will use the KS3 descriptors when marking students' work: Mastery, Advanced, Confident, Developing, Emerging, Functional, Below Key Stage.

Formative feedback will be ongoing, lesson by lesson as indicated in 1.2

Key stage four

In Year 9, summative feedback will mirror KS3 expectations.

In Year 10, summative feedback is expected every 3 weeks, or every 6 weeks where there is only 1 lesson per week.

In Year 11, feedback will predominantly take the form of feedback to GCSE questions and within examination guidelines where applicable.

Teachers and TAs must be providing responsive teaching in their lessons as they circulate around the class, picking up on strengths, misconceptions, or areas to improve. (5 Focus)

The work of disadvantaged (PP), SEND and PciC/CLA learners should be prioritised by teachers when marking and giving feedback.

Formative feedback will be ongoing, lesson by lesson as indicated in 1.2.

2.2 Feedback can take many forms. The following list indicates strategies that we believe are effective in guiding students to improve their learning (it is not a definitive list). Whichever strategy a teacher chooses to deploy, the focus must always be to offer praise and a specific area for the student to focus upon. The feedback given should always result in a student improving their work either by revisiting a previous piece of work, employing a new skill or strategy or responding to a similar question prompt. Examples include:

- Use of 'RAG' sheets following tests. Students analyse their test performance and are guided to colour code their performance as 'green' – a strength, 'amber' – an area to work on, 'red' a point for immediate attention. This strategy will guide the students revision and the teachers' teaching to revisit areas where students have failed to grasp key concepts
- Issuing of prepopulated comments into which either the teacher or the student indicate which comments apply to them. This might, for example, take the form of a whole class feedback sheet
- Issuing similar questions that a student has previously got wrong. This strategy is used frequently after a specific area of the curriculum has been re-taught.
- A teacher annotating a students work with comments/questions to drive further improvement upon specific points
- Formally marking test and end of year exams.

2.3 Marking should follow the same structure of feedback for all subjects:

P (Praise) should be used, followed by a statement making it clear what the student has done well – this should be specific to skills or knowledge within the subject area and in line with the lesson objectives and success criteria.

T (Target) should be used prior to a target (or KS3 Descriptor) that states clearly what needs to be done to improve academic performance. This target must be specific, reflect the learning outcomes and contain the appropriate level of challenge for the student.

R (Response) Students are expected to respond to their targets (and teacher feedback) where appropriate.

Note: Teachers of Year 11 must provide marking and feedback that delivers progress. In some instances P, T, R may not be appropriate, (in practice exam questions as an example), and therefore alternative styles of feedback can be provided.

If appropriate, after the target, students should be given a task or a question that enables a learning dialogue to develop between the teacher and the student.

It is expected that the teacher will give students time at the beginning of the next lesson to act on any feedback given. This includes rectifying literacy errors.

All teachers will embed recall opportunities at the beginning of lessons to aid retention.

2.4 Targets should facilitate student progress. This can be achieved by students redoing part of their work, or can be evidenced through subsequent activities. In both cases, this should be clearly signposted for the students and their books should illustrate this progress.

2.5 Teachers of all subjects should check for basic literacy mistakes. It is not expected that all grammatical errors are highlighted, but students should understand that grammatical accuracy is an expectation across the curriculum and teachers should identify any repetitive and ongoing errors in their feedback. The academy policy for correcting literacy errors whole school is as follows:

Code Explanation

SP ***Spelling (subject specific)***

CL ***Capital Letters***

PG ***Punctuation and Grammar***

2.6 Stickers and stamps can be used to celebrate effort and achievement – these could work alongside the whole school rewards system or may be specific to the department/faculty.

2.7 All written feedback provided by the teacher should be completed in legible handwriting in red, pink or purple pen to ensure the feedback is easily discernible from the students' own writing. Peer marking should be indicated with the use of a green pen.

2.8 Teachers should have high expectations with regards to the presentation of students' books and any deviation from this expectation should trigger a teacher response and, if necessary, a sanction. (see Presentation of Students' Work Policy)

2.9 Unless otherwise stated, all books are formal academic records of learning and feedback. For this reason, it is expected that all books (and folders) are presented in this way. Books (and folders) should be graffiti free and should contain neat, well-presented work.

2.10 To mark every piece of work to the depth and accuracy of the above is not always possible and can have a negative impact on the confidence of the students. It is acceptable for intervening work to:

- be marked to a lesser depth
- have non-written outcomes and / or stamps and stickers
- be marked in class by the pupil (self-assessment)
- be marked by swapping with another pupil (peer assessment)

2.11 Marking of homework

Homework will be marked according to the guidance in the Homework Policy as follows:

Teachers will not provide detailed feedback to students on every piece of homework completed, but may elect to use certain pieces for their focused feedback as outlined in the marking policy. Teachers will endeavor to acknowledge each piece of homework* using the following codes:

1 - Homework is of an exceptional standard. Work and effort are above and beyond expectations.

2 - Homework is of a good standard. It is completed in line with expectations. There could be some areas to develop.

3 - Homework is incomplete or of poor quality. It lacks the effort required. Improvement required.

4 - Homework is of very poor quality. Little or no effort has been put into the work. Significant improvement needed.

X – Not handed in.

Online homework will be marked in accordance with the service provided within the specific software used. Its completion will be tracked, but marking codes will not be applied in books.

*Teachers may not acknowledge homework immediately within the lesson of submission as this may prove detrimental to teaching and learning.

2.12 Regular, unannounced work sampling will be conducted by the Leadership Team to monitor the effectiveness of marking across the school and the consistency of the implementation of the feedback policy across all subject departments.

2.13 Regular peer work sampling 'Pair and Share Work Sampling' to be conducted throughout the year providing teachers the opportunity to work with colleagues looking at progress in books in different subject areas.

3 Notes

Signed: _____ Headteacher
Mrs S Mellors

Signed: _____ Chair of Governors
Mr M Dean

Date: _____

(ratified by the Full Governing Body 8th April 2025)