FEEDBACK POLICY

Last Review:	November 2026
Committee:	SLT
Date Ratified:	10.11.2026

1. Rationale

1.1. The purpose of this policy is to provide guidance on the use of feedback at Oldfield School.

1.2. Feedback is a powerful tool for raising students' achievement, and the principles laid out in this policy are based on research and consultation with both staff and students.

2. Aims

2.1. Our feedback policy is based on the principle that feedback should aim to, and be capable of, producing an improvement in a student's performance.

2.2. Feedback which follows the principles of this policy should be working to achieve two goals:

- To raise achievement for all students at Oldfield School and
- To eliminate gaps between identified groups of students.

3. Content

3.1. Opportunities for teachers to assess students' work exist in a variety of contexts. This could be through written work, including homework, oral work, group work, practical tasks, coursework, controlled assessment and testing.

3.2. This policy consists of a series of core principles and subjects will apply these principles in a way which will most benefit students in their area.

4. Core Principles

The core principles of this policy are:

4.1. **Feedback should be manageable**

4.1.1. Subjects and individual teachers should be selective over which pieces of work feedback is provided on to ensure workload is kept at a manageable level.

4.1.2. The frequency that feedback should be provided is included later in this document.

4.1.3. Care should be taken to ensure that feedback, suggested improvements, and tasks given to students are manageable and not overwhelming.

4.2. Feedback should be meaningful

4.2.1. Feedback needs to focus on specific elements and aim to move learning and student performance forward

4.2.2. It is important that consideration has been given to how feedback will be used and acted on by students

4.2.3. The closer to the event feedback is provided, the more effective and meaningful it will be.

4.3. Feedback should be motivating

4.3.1. Students are motivated by knowing that their teachers notice and care about their work. Marking of student work should take this into account, and finding time-efficient ways to indicate to students that their work has been seen by a teacher will support stronger engagement and relationships, helping lead to greater progress.

4.3.2. This may include verbal feedback during a lesson, short comments, or other indicators (ticks etc.) to indicate that work has been seen, sharing best examples of work with the class, or other appropriate methods.

4.3.3. This is not intended to replace detailed feedback or become burdensome to staff and so needs to be done in a way that is quick and easy. Often this is best done during a lesson, using live marking/feedback strategies.

4.3.4. Success breeds motivation (rather than the other way round), and therefore feedback should make it clear to students where they have been successful and give them opportunities to improve work to feel more successful.

4.3.5. Feedback should focus on creating achievable steps for students to act upon and avoid becoming a long list of improvements that need to be made.

5. Types of feedback

5.1. Formative feedback

5.1.1. Formative feedback is the most effective at moving students' learning and performance forward and should form the majority of feedback given.

5.1.2. Formative feedback should provide students with clear information about where they have been successful and what they need to do to improve their work.

5.1.3. Formative feedback will often lead to planned DIRT (Dedicated Improvement and Reflection Time) in which students will be given specific tasks to complete based on feedback.

5.2. Summative feedback

5.2.1. Used to assess overall progress against agreed standards, e.g. an end of unit exam

5.3. Verbal feedback

5.3.1. Given during lessons, often immediate and highly valuable, especially in practical subjects.

5.4. Written feedback

5.4.1. Documented feedback on student work, marked in a colour not routinely used by students (e.g. red).

5.5. Planned feedback

5.5.1. Pre-determined feedback based on specific tasks.

5.6. Unplanned feedback

5.6.1. Spontaneous feedback based on student performance during a lesson.

6. How feedback is delivered in different subjects

6.1. Subjects will identify specific activities and tasks which will receive closer marking and feedback. These should be the same across all classes in that subject area. The tasks should receive timely and planned feedback which includes DIRT tasks for students. A time-efficient way to achieve this is through the use of whole-class feedback.

6.2. Students should respond to feedback, which is specific to their performance in the task or which provides wider knowledge of the subject or self-regulation strategies. There should be a clear action for students to take following the feedback.

6.3. Staff should incorporate a number of ad-hoc formative feedback methods during lessons, such as live marking, verbal feedback, stopping a class for a re-teach, modelling, or other appropriate strategies. These will not necessarily be planned prior to the lesson but will be based on the performance of students in the lesson gathered through the use of assessment for learning strategies.

6.4. When students respond to and act on feedback, time-efficient methods should be used to make this visible. For written tasks, this should be using a green pen which makes it clear to students and staff where feedback has been given and acted on. In subjects where feedback is not responded to in writing, other appropriate methods should be used to make this visible without increasing workload or diminishing the impact of the feedback.

6.5. Teachers should regularly check student work and ensure students know this is happening. This could, for example, be through live-marking and in-lesson book checks where student presentation is briefly commented on. This should form normal practices of teacher checking during the lesson, be easy to implement, and follow high-quality assessment for learning strategies. For lessons without written work, this is likely to be through teacher interactions and conversations with students that happen throughout the lesson. This will help students to know that their work is important to the teacher.

7. Frequency of feedback

7.1. For feedback to be effective, it is important that students receive it at regular intervals with time in-between to act upon the recommendations. With this in mind, we take the view that students should receive formal feedback at least every ten lessons in a subject. This might be more regularly at points in the year, or after fewer than ten lessons if this fits better with the sequencing of the curriculum. By planning for feedback at least every tenth lesson, we are looking to achieve equity amongst staff – it may be that in one subject a teacher has one Year 7 class that they see three times a week meaning that they are providing feedback every three weeks and another teacher may have three Year 7 classes that they see twice a week meaning that they are providing feedback to three classes but only every five weeks.

8. Monitoring and Evaluation

8.1. Heads of Subject should be scrutinising their teams' feedback regularly and sharing the findings in a way which is very clear about their high expectations. This is primarily done through:

8.1.1. Learning Walks and drop-ins – feedback and marking is regularly a focus of learning walks.

8.1.2. Subject Work Scrutiny – these should take place at least three times across the year.

8.2. The quality of feedback and marking is monitored against the principles laid out in this policy and subject specific interpretations of it.

8.3. Across the course of each academic year, the quality of feedback given to every Key Stage must be scrutinised at least once.

8.4. The Senior Leadership Team will:

8.4.1. Undertake work scrutiny at regular intervals to check the quality of work, and frequency and effectiveness of feedback, across the school

8.4.2. Incorporate work scrutiny into drop-ins and feedback on this if necessary.

8.5. Subject leaders carrying out work scrutiny need to:

- Inform staff about the focus of the work scrutiny, and the dates for monitoring and giving feedback
- Ensure that work scrutiny is carried out for each Key stage
- Make steps to ensure that work scrutiny achieves a balance between supporting and sharing good practice alongside rigorous checking
- Provide feedback to individual staff and to the SLT (via line management structure)
- Plan support or coaching for individuals or groups of teachers, as appropriate