Feedback Policy

Version 1.0 – September 2025

Success Criteria:

Introduction:

At St Joseph's, we believe that high-quality feedback is a vital component of effective teaching and learning. This policy has been developed in line with the recommendations set out in the **Education Endowment Foundation (EEF) guidance report – "Teacher Feedback to Improve Pupil Learning" (2021)**. Its purpose is to ensure that feedback is consistently purposeful, actionable, and time-efficient, with a clear focus on improving pupil outcomes.

We recognise that feedback is **most effective when it is used as a tool to support learning**, rather than as an end in itself. As such, this policy emphasises feedback that:

- Helps pupils understand where they are in their learning, where they need to go next, and how to get there;
- Encourages pupil reflection, self-regulation, and active engagement with their own progress;
- Enables teachers to make informed decisions about future teaching and adapt instruction accordingly.

In line with the EEF's core principles, this policy promotes a **flexible, evidence-informed approach** that empowers departments and individual teachers to use a variety of feedback strategies—including verbal, written, whole-class, peer, and self-assessment—based on what is most effective in context. It also aims to ensure that feedback practices are sustainable, reducing unnecessary workload while maximising impact.

Ultimately, our goal is to embed a **feedback culture** across the school that is focused not on quantity, but on **quality, clarity, and impact**—helping every pupil to make meaningful progress in their learning.

Aims:

This feedback policy aims to ensure that feedback across St Joseph's is:

1. Focused on Improving Learning

- Feedback should clearly support pupils to understand how to improve and make progress.
- It should help pupils close the gap between current performance and learning goals.

2. Purposeful and Evidence-Informed

- Feedback should be guided by the best available evidence, particularly the EEF's principles of effective feedback.
- Teachers should be clear about the *intent* of feedback and how it will support future learning.

3. Actionable by Pupils

- Feedback should prompt a response from pupils—whether through re-drafting, correcting, reflecting, or applying new strategies.
- Pupils should be supported to engage actively with feedback and take ownership of their improvement.

4. Timely and Appropriate

- Feedback should be provided at a point when it will have the most impact—whether during, immediately after, or some time following a task.
- Teachers should use their professional judgment to determine the right timing and format.

5. Time-Efficient and Sustainable

- Feedback practices should be manageable for teachers, avoiding unnecessary workload.
- The emphasis should be on strategies that are high-impact, not high-effort, including verbal and whole-class feedback where appropriate.

6. Flexible and Context-Sensitive

- Departments and teachers should be empowered to adapt feedback methods to suit the needs of their subject, class, and context.
- There is no 'one-size-fits-all' approach—effective feedback should be responsive and informed by pupil needs.

Monitoring Procedures:

This policy will be available to all governors, staff, parents and carers via the website.

The policy will be reviewed annually by the Governing Body, the Headmaster, Deputy Head (Academic), Assistant Head (Assessment), HoDs and staff.

The effectiveness of our provision of Feedback within Teaching and Learning will be monitored through classroom observation, work scrutinies, and curriculum reviews. The policy will be reviewed annually, and we will update the curriculum and policy as appropriate.

By Whom: Headmaster and the Academic Committee	When: Annually	How: 1. Reports to the Academic Committee annually. 2. SLT and the Academic Committee to review Policy

Revision History:

Version	Approved and Ratified	Review Date	Additional Notes
1.0	September 2025	September 2026	New Policy

Vision Statement:
With God's love and inspiration, we aspire and achieve excellence. **Vision:** St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts.** In a safe, trusting, and respectful environment, everyone can thrive. The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

National Policies and guidance/courses referred to and incorporated into SJCS Policy:	
Document/Course Title:	**Document/Course Date:**
Equality Act 2010 and schools	2010
SEND code of practice: 0 to 25 years (statutory guidance)	2014

Other SJCS Policies that relate to this Policy:
Teaching Learning and Assessment Policy
Curriculum Policy
SEN Policy
Assessment & Reporting Policy

St Joseph's Marking & Feedback Expectations

Feedback at St Joseph's is guided by evidence from the Education Endowment Foundation (EEF), Ofsted's Education Inspection Framework (EIF), and the DfE's Workload Review.

- Feedback must be **meaningful, manageable, and motivating**. It should help pupils to know more, remember more, and do more, while being sustainable for staff workload.
- Feedback may be delivered in a range of ways, including **verbal, written, whole-class, or digital methods**, as appropriate to the subject and task.
- **Evidence of feedback must be visible in pupils' workbooks or assessment portfolios on a regular basis**. This could include:
  - Written comments or annotations
  - Pupil corrections, improvements, or redrafting in response to feedback
  - Whole-class feedback sheets with corresponding pupil edits
  - DIRT (Dedicated Improvement and Reflection Time) tasks showing pupils acting on feedback

Teachers must ensure that:

1. Pupils are provided with regular feedback that is in line with curriculum expectations.
2. Pupils have **clear opportunities to respond** to feedback and demonstrate improvement in their work.
3. There is **tangible evidence in books/portfolios of the feedback process** across the term, even if the initial feedback was verbal.

Frequency guidance

Whilst not wanting to be prescriptive, clarity has been requested by staff regarding how frequently detailed feedback is expected. In line with previous arrangements, the below is intended to provide clarity and consistency for staff and students:

- If a teacher sees a class 3 or more times a fortnight, it is expected that there is one detailed piece of feedback each half term. This can take the form of individual or whole class feedback.
- If a teacher sees a class twice or less a fortnight, the expectation is that there is a minimum of one detailed piece of feedback each full term.

Middle and senior leaders will check that feedback is both:

- **Consistent with this policy**, and
- **Evident in pupils' work** over time.

Overview and guiding principles for effective feedback

Feedback is a central priority for all teachers at St Joseph's Catholic School. The studies of feedback, reviewed in the Teaching and Learning Toolkit produced by the Education Endowment Foundation (EEF), Sutton Trust and Durham University, found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of one year.

Key findings:

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback

3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).

4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

A full breakdown of the research, findings and recommendations can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback

It is recognised that for a feedback policy to be effective, it needs to be **principles driven and not overly prescriptive**. Our Feedback policy at St Joseph's Catholic School is based upon 3 key principles and 2 key methods for effective feedback outlined the EEF.

Key Principles (3)

1. Lay the foundations for effective feedback

- **Create a positive learning environment**: Feedback is more effective when students trust their teacher and believe that they can improve.

- **Ensure pupils understand the learning objectives**: Students need to know what success looks like.
- **Promote a classroom culture that welcomes feedback**: Feedback should be seen as a normal part of learning, not criticism.
- **Ensure high quality initial instruction is being used**: This will reduce the amount of work the feedback need to do.
- **Regular use of formative assessment strategies in the classroom:** These allow the teacher to set learning intentions and identify and assess learning gaps.

2. Deliver appropriately timed feedback that focuses on moving learning forward

- **Consider when to give feedback**: Feedback can be effective at different stages (immediate, summary, or feedforward). The teacher must judge whether immediate or delayed feedback is required. Considering the task set, the student and the wider context of the class.
- **Make feedback specific and actionable**: Avoid vague comments that focus on a students' perceived effort level, like "well done" or "good try". Instead, focus on the task and clarify what was good and what can be improved.
- **Prioritize feedback that supports future learning**: It should guide students on how to improve rather than just evaluate past work.

3. Plan how pupils will receive and use feedback

- **Be aware of the individual pupils' context:** Consider their motivation, self-confidence and relationship with the teacher or subject.
- **Framing feedback positively:** Helping students to welcome feedback and understand that it is not a criticism of their work or efforts and is designed to help them make further progress.
- **Support pupils to understand and act on the feedback**: Help them reflect and implement improvements.
- **Give time and space for feedback to be used**: Don't rush. Allocate lesson time for students to revise and apply feedback.
- **Monitor how pupils respond to feedback**: Ensure that it leads to better outcomes by following up.

Once the principals for effective feedback are established and embedded, it is then for teachers to decide which method for delivering that feedback is the most likely to help promote the progress of their students at that given moment in time.

Methods (2)

A) **Carefully consider how to use purposeful, and time-efficient, written feedback**

B) **Carefully consider how to use purposeful, and time-efficient, oral feedback**

Research shows that there are variety of methods through which feedback can be delivered to students. Written methods of feedback such as such as comments, marks or scores can help raise student attainment. In some cases, oral feedback has been shown to be more effective in helping students progress than written feedback.

Method and timing for feedback being provided to students is a decision that must be taken by the teacher and take into account a number of factors, including the individual student(s), the wider class context, the task that was set and context within the curriculum and learning journey. Factors such as teacher workload, time effectiveness and opportunity cost must also be considered by teachers and school leadership.

At St Joseph's we want our students to comfortable receiving feedback in a wide variety of formats, balancing the written and oral methods to ensure our students receive the regular feedback required helping students to progress academically. These formats include (but are not limited to):

1. Verbal Feedback

- **Often immediate** and can be tailored in real-time.
- Effective in whole-class, small-group, or one-on-one contexts.
- **Pros**: Timely, interactive, adaptable.
- Ensuring verbal feedback is specific, understood, and leads to action.

2. Written Feedback

- Common in marking and assessment.
- Can provide **detailed, considered** feedback.
- Focussed written comments on how to improve, not just what was wrong. Avoid overloading pupils with too much information.

3. Whole-Class Feedback

- A practical alternative to individual written comments.
- Involves reviewing common strengths and misconceptions after assessing work.
- Combined with modelling and examples to help students act on the feedback.

4. Peer Feedback

- Students give feedback to one another.
- Helps develop metacognitive skills and deeper understanding.
- Ensuring careful training, guidance and structure for students to ensure quality and usefulness.

5. Self-Assessment

- Encourages **pupils to reflect on their own work** against success criteria.
- Can increase ownership of learning.
- Support students with scaffolds like checklists or exemplars.

6. Automated Feedback

- Allowing students to receive regular, immediate feedback.
- Making use of online platforms or resources (quizzes etc.) that allow students opportunities to receive immediate feedback upon completion of a task.
- Ensuring students are able to access platforms and understand how the feedback will be delivered so that they can process it in absence of a teacher.

Expectations ref effective written feedback:

There is no expectation that every piece of work pupils complete will receive written feedback. It is expected that books are kept up to date and completed work is acknowledged. As a school we are keen to embrace a sensible and realistic approach to workload, but this does not mean that we have a 'no written feedback policy'. It is likely that a summative assessment and/or final piece/project work will receive more detailed written feedback than general book/class work.

1. All teacher feedback must be completed in **green pen/text**.

2. Teacher comments and annotations must be:
   - formative, indicating specific strengths and setting clear, meaningful next steps to improve.
   - positive, personal and framed in such a way as to motivate the learner to improve.
   - focusing initially on the learning in hand, addressing what the pupil has set out to do.

3. The pupils' work itself should be annotated in **green pen/text**, to indicate where and how pupils are achieving and can improve.
   - Where permitted by exam regulations, feedback on all formal assignments, controlled assessments, coursework and mock exams should be given to pupils as soon as possible. Any grades, levels or threshold descriptors must be supported with comments, as below. Pupils should then set targets for further improvement.

4. Written feedback should be attentive and regular. Feedback on specific pieces of work completed by pupils and assessment pieces should be provided as soon as possible.

5. Feedback should be linked to learning objective, age-related expectations and assessment thresholds or GCSE grades in Years 10 & 11 when appropriate (for example, on assessments, mocks or end of year exams).

6. Rather than saturating the work, feedback should be selective and carefully focused, supporting pupils in reflecting on and improving their own work.

7. Pupils must be visibly acting on feedback. Responses to comments, corrections, improvements and edits should always be made in **purple pen/text**.

8. Where peer feedback is deployed, this should be completed in **red pen/text**.

Literacy (TBC by EMC)

Teachers should give regular feedback on pupils' communication within the subject when appropriate, including selective correction of spelling, punctuation, organisational and presentational features, especially where these are subject-specific.

Key areas of literacy to address include:

- capital letters
- punctuation (full stops, commas, questions marks)
- spelling of subject specific key words
- repeated/several class errors spelling of general vocabulary

It may not be possible to correct every literacy error in a piece of work, and indeed to do so would likely be disheartening for the pupil, so it is recommended that only major errors are identified if there are many. A form of 'selective' marking, relevant particularly to literacy-related subjects, is to identify all types of errors within a limited section of work, or only certain types of errors in all the work. Literacy-heavy subjects may wish to add other areas to this list relevant to their subject.

Feedback Codes in all subjects

In the interest of consistency and to support literacy development across St Joseph's Catholic School, teachers will use the following symbols when giving feedback on pupil communication within their subjects:

Spelling, Punctuation and Grammar (SPAG)	
〰〰	Grammar (wiggly underline)
?	Meaning not clear
SP	Spelling
//	New paragraph
P	Punctuation
CL	Capital letter
^	Missing word

Writing Fluency	
RD	Re-draft
DD	Write in greater depth and detail
ATQ	Answer the question
KW	Use Key word(s)
SW	Show your workings

Monitoring Implementation and Impact

To ensure that the feedback policy is effectively embedded and making a measurable difference to pupil learning, St Joseph's will adopt a layered approach to monitoring, involving all levels of school leadership:

1. Classroom Teachers

- Regularly reflect on the **effectiveness of their feedback** through pupil responses, work improvement, and progress over time.
- Use **peer collaboration**, such as departmental discussions or paired observations, to share effective feedback practices and refine approaches.

2. Middle Leaders (e.g. Heads of Department)

- Conduct **book scrutinies** with a clear focus on how feedback is being used and whether pupils are acting on it.
- Lead **learning walks and lesson observations**, focusing on whether feedback is timely, purposeful, and understood by pupils.
- Gather **pupil voice** (e.g. via surveys or interviews) to understand how feedback is received, valued, and used by students in different subjects.
- Use departmental time to review consistency and impact across classes and share examples of effective practice.

3. Senior Leadership Team (SLT)

- Monitor policy implementation through a **whole-school cycle** of:
    - **Lesson observations** with a feedback focus,
    - **Work reviews** across year groups and departments,
    - **Pupil voice activities** that explore pupils' perceptions of and engagement with feedback.
- Analyse findings to evaluate the **overall impact** of the policy on teaching quality and pupil progress.
- Use monitoring outcomes to **inform CPD planning**, ensure consistency, and provide targeted support where needed.

By using a combination of these methods, the school will ensure that feedback remains **high-impact, meaningful, and consistent** across the curriculum, while also maintaining a manageable workload for staff.