



ACHIEVING TOGETHER

# FOUR STONES GATEWAY TRUST

## FEEDBACK POLICY (SECONDARY SCHOOLS)

|                                                |             |
|------------------------------------------------|-------------|
| DATE POLICY WAS APPROVED                       | 25.06.2026  |
| DATE POLICY WILL BE REVIEWED                   | SUMMER 2027 |
| MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW | DOCL        |

### FOUR STONES GATEWAY TRUST

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Four Stones Gateway Trust is a company limited by guarantee registration number 9115941

## **Key Definitions**

All policies incorporate the following schools or organisations within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire, and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

**“CEO”** includes the Chief Executive Officer

**“CFOO”** includes the Chief Financial Officer

**“Trust Senior Leadership Team”** includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

**“Headteacher”** includes the appropriate School Headteacher.

**“Trustees or Trust Board”** are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

**“Local Academy Boards (LAB)”** are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

**“Chair”** responsible for leading the board and ensuring its effectiveness

**“Stakeholders”** are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

## **Rationale**

Feedback is crucial to the learning process. Research shows that when done effectively feedback has a significant impact on student progress.<sup>1</sup>

## **What does effective feedback look like?**

Feedback for students should be specific, accurate and clear and focus on Hattie's 3 key questions:

- Where am I going?
- How do I get there?
- Where to next?

Students should always have a clear idea of what they are working towards and what the identified success criteria is. Feedback should inform the student about their current performance and ensure that they are clear on their areas of strength and weakness. After receiving feedback, students should be clear about what their next steps are and how these will support them to meet the success criteria. The long-term focus should always be on improving the student and not an identified piece of work. With this in mind it is essential that we equip students with the skills to self-assess.

It is important to note that to be effective, feedback must focus on eliminating errors in future work – the sole purpose is not to make corrections to individual pieces of work at the time, but to enable improvements when moving forward for a long-term benefit. We must ensure that mistakes and errors do not continue to happen by using collaborative planning effectively to address identified areas. Additionally, it is imperative that we continually promote high expectations in relation to standards of presentation, so that students understand the importance of taking a pride in their work and focus on this each time they respond to a task. Clearer presentation helps students to refer back to work when looking at targets or revising. All work should be well presented. All students should:

- Have their name, subject, class and class teacher's name on the front of their exercise book.
- Write the date and underline with a ruler.
- Write the title in the centre and underline with a ruler.
- Use blue or black ink to write and a pencil to draw diagrams.
- Take pride in their work by using their best handwriting and ensuring no graffiti / doodling / scribbling out / tearing of pages.
- Secure consolidation assessments into their exercise books.
- Stick in and keep up to date any checklists given to support the learning journey.
- Ensure that there are no loose sheets – these should be stuck in or stored in a separate folder.
- Make corrections and self/peer assess using a different colour pen.

## **Frequency and types of feedback**

Teachers at Four Stones Gateway Trust are subject experts and are fully trained and aware of what constitutes effective feedback in their classroom. All teaching staff understand that not only is frequency of feedback important, but that instant feedback yields the greatest impact. Feedback links explicitly to our three categories of assessment:

1. Daily assessment – in-class assessment which takes place on a daily basis.
2. Consolidation assessment – a specific task or question at the end of a sequence of learning.
3. Formal assessment – these assessments take place twice a year.

## **Daily assessment and feedback**

Teachers read students' class work and revision and practice tasks completed at home regularly and use a variety of the following feedback strategies ensuring that feedback always forms an integral part of every lesson.

- Low stakes quizzing combined with questioning every lesson.
- Purposeful teacher laps throughout the lesson – teachers should use this opportunity to provide instant feedback to students and also to make brief notes regarding student work to share at the next collaborative planning meeting.
- Academic talk opportunities.
- Visualiser feedback to showcase, construct or deconstruct student work.
- Deliberate practice combined with feedback.
- Individual verbal feedback and discussion.

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<sup>1</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

- Self and peer assessment of work supported by model answers, checklists and 100% sheets.
- Show me activities using mini whiteboards, a hand show or suitable alternative.
- Questioning.
- Regular consolidation assessments.
- Reading of student work followed by a whole class feedback session identifying strengths, areas of development and next steps.
- Plenaries.
- Directed improvement / reflection tasks.

Most of the feedback seen in students' books will be self- or peer assessment by students:

- Every lesson we expect to see that retrieval based Do Now activities and plenaries are self or peer assessed.
- When completing responses in class, students should use self or peer assessment methods to review their work against success criteria provided by the teacher.
- Teachers may choose to allocate some lesson time to the self or peer assessment of revision and practice tasks completed at home.

There are times when teacher laps (circulating the classroom to look at what students can/cannot do, do/do not know and to provide instant feedback during lesson time) gives us all of the information needed and enables us to move students forward. However, there will be occasions when this approach does not give the class teacher the level of detail required to fully inform the best next steps. For example, if students complete a piece of extended writing, it may be possible to circulate the whole class, but it may not provide the full picture of all learners due to the time in the lesson in which each student is seen (i.e. you may see the first paragraph only for a third / half of the class). To establish a clear and full overview of how students are progressing and to ensure that work and presentation are to a high standard, teachers should collect in a selection of students' books when it is appropriate to do so to gain a better insight. When collecting in exercise books, teachers should use the following approach:

- Read a pre-identified piece of work.
- Make brief notes on what they have seen (the strengths and areas for improvement).
- Decide what the best next steps are and prepare for students to receive feedback on the strengths and areas for improvement at the start of the first lesson in the following week. Teachers should ask students to use a sub heading e.g. 'Teacher Feedback' so that it acts as a signpost when students use their books for revision purposes.

All of the above strategies are used to inform planning, enabling teachers to adapt and respond to students' needs. Teachers ensure that students are encouraged to take responsibility for their own improvements and progress by checking/editing/re-drafting their work following feedback. There is no requirement for teachers to 'evidence' feedback in students' books, but every effort must be taken to make feedback visible by ensuring that student responses to feedback are clear and explicit in exercise books.

### **Consolidation assessment and feedback**

At the end of a sequence of learning, teachers will select a specific task or question to consolidate students' knowledge. Teachers use a variety of the following feedback strategies to ensure that both the teacher and student know what the student can / cannot do:

- Self-assessment using pre-loaded answers if using multiple choice / short answer questions. Students should use a different colour pen to mark their work so that the strengths and areas for improvement are clearly visible.
- Peer assessment using pre-loaded answers if using multiple choice / short answer questions. Students should use a different colour pen to mark their peer's work so that strengths and areas for improvement are clearly visible.
- Whole-class feedback session. Students should use a sub heading of 'Whole-class Feedback Session' and use a different colour pen when editing and re-writing their work.
- Auto-marking ICT software which gives instant results to class teachers at question level and / or topic level.

To get a flavour of how students are performing and how well the curriculum is being taught, learnt and retained, teachers should collect in a selection of consolidation assessments periodically to inform their next steps.

## Formal assessment and feedback

Formal assessments take place twice a year according to the assessment calendar.

- Assessment one for years 7-10 takes place mid-year and is knowledge based (including cumulative knowledge from the programme of study so far).
  - Students will use self or peer assessment to mark their assessment using the teacher's pre-loaded answers.
  - Students should use a different colour pen to mark their work so that the strengths and areas for improvement are clearly visible.
  - Some departments will use auto-marking ICT software.
  - Students should have the opportunity to review the knowledge part of the assessment and respond to assessment findings by focusing on the area for improvement using the teacher's pre-planned review lesson.
- Assessment two for years 7-9 consists of two parts. Part one is knowledge based and assesses the same knowledge from assessment one plus assessment of new knowledge taught since the first assessment. Part two assesses the application of knowledge and skill. For practical subjects such as art or design technology, the application assessment may be a holistic overview at the end of a rotation.
- Assessment two for Year 10 will be a mock examination which combines knowledge and application.
- Year 11 will sit mock examinations in Autumn Term 2.
- Year 12 will complete a knowledge assessment and an application assessment (this might be a section of an exam paper) for assessment 1 and an exam paper for assessment 2.
- Year 13 will have mock examinations at the start of the Spring Term.

Part 1:

- Students will use self or peer assessment to mark their assessment using the teacher's pre-loaded answers. Some departments will use auto-marking ICT software.
- Students should use a different colour pen to mark their work so the strengths and areas for improvement are clearly visible.
- Students should have the opportunity to review the knowledge part of the assessment and respond to assessment findings by focusing on the area for improvement using the teacher's pre-planned review lesson.

Part 2:

- Teachers will mark this section of the assessment using a variety of methods including:
  1. A mark and individual target.
  2. A whole-class feedback session.
  3. An assessment grid.

## Feedback at KS5

When teaching Sixth Form students, teachers may wish to provide feedback on a more regular basis. Although this may be the case, the same feedback principles apply at KS5. Subject leaders must consider the following:

- The regularity of assessments to ensure that they are completed at meaningful points.
- The structure of feedback opportunities to ensure that they are purposeful.
- The workload attached to feedback for teachers when designing feedback opportunities.

Subject leaders should consider a variety of feedback methods including the following:

- Whole-class feedback sessions.
- Individual feedback sessions in practical subjects such as art, where projects are more bespoke.
- Use of success criteria or assessment grids.
- Use of marking codes.

In our schools, a focus should be placed on educating students in understanding what constitutes feedback. This may take place in assemblies, during tutorial, via communication home and as part of subject lessons. Please see the feedback guidance in appendix 1 for an overview of what feedback will look like in practice.

## Written feedback

### What doesn't work

- Marking every piece of work.
- Writing the same comment in numerous books.
- Asking students to action their improvements as a quick starter.

- Correcting mistakes and expecting students to correct errors.<sup>2</sup>
- Lengthy written teacher comments.
- Marking every single mistake.
- Assuming every student will be able to engage with your marking.
- Providing grades or superficial/lavish praise.

The priority is that teachers know what students can and cannot do in addition to what they do and do not know so that they can focus on ensuring that learning sticks.

#### Written feedback guidelines:

The guidance below should be followed to ensure that written feedback, if used, is effective.

- Work that will be marked should be identified in the scheme of work and written feedback will be moderated within department.
- As regularly as possible, ensure that students are given the opportunity to proofread and if necessary, redraft their work before giving feedback. Follow the draft, re-draft, publish rule.
- Teachers must not correct mistakes made by students. Teachers should highlight the mistakes and provide time for students to correct them. These mistakes may be in relation to content and / or SPAG – see below.
- If it is identified that a high number of students have made the same mistake or error, then the mistake/error will be noted by the teacher and discussed with the whole class. The time taken to write the same target in numerous books would be better spent planning an activity to address the issue.
- Written feedback should clearly identify what the student needs to do to improve. Teachers should set targets to improve the marked work or provide questions or an extra task that will challenge and support the student to improve.
- Teachers should note any errors made by students and use this to inform planning to ensure that extra support is given to enable students to correct their errors.
- Errors and mistakes should be used to create quizzes which can be used in later lessons to test whether students have corrected these mistakes/errors and improve memory recall.
- Part of the lesson should be set aside to ensure students have sufficient time to reflect on and action feedback. Improving their work should not be completed as a quick starter.

#### **Spelling, punctuation, and grammar (SPAG)**

With marks at GCSE and A Level being awarded for spelling, punctuation and grammar, it is essential that work is marked for spelling, punctuation and grammar. Teachers should focus on the spelling of subject specific words as well as ensuring the students write using standard English. Where teachers feel that there is a need to comment on students' spelling, punctuation and grammar, the following codes should be used to ensure that students understand the corrections that are required.

|     |                |
|-----|----------------|
| P   | punctuation    |
| Sp  | spelling       |
| C   | capital letter |
| ^   | missing word   |
| //  | new paragraph  |
| G   | grammar        |
| Exp | expression     |

#### **Whole class feedback sessions following assessment**

As noted in the scheme of work, feedback sessions should take place following consolidation and / or formal assessment points. These sessions are split into two key parts:

1. Evidence gathering
2. Sharing findings with a) subject teachers during departmental collaboration and b) students

Teachers should complete the proforma in appendix 1 to support and scaffold the feedback session.

Findings should be shared with subject teachers during departmental collaboration allowing teachers to compare common student errors and mistakes. This information can then be used to inform planning and reviews of schemes of work, 100% sheets and resources as well as support teacher progress meetings.

#### **Identified reading**

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/written-marking>

<sup>2</sup> Mistakes are 'accidents' or 'slips' caused by temporary factors such as students being tired, nervous, or distracted. Errors are caused by a learner not knowing something.

<https://tothereal.wordpress.com/2016/02/28/could-your-pupils-do-better-if-you-stopped-marking-their-books/>  
<http://www.learningspy.co.uk/assessment/the-fetish-of-marking/>  
<http://www.ascd.org/publications/educational-leadership/apr16/vol73/num07/The-Secret-of-Effective-Feedback.aspx>  
<https://headguruteacher.com/2012/06/17/264/>  
[Hornets and Butterflies: How to reduce workload | Joe Kirby](#)  
<https://headguruteacher.com/2016/10/09/rethinking-marking-and-feedback-its-all-about-the-response/>

## Appendix 1

### Feedback Session Preparation

Class:

Date:

Teacher:

| Next steps in learning: students |  | Next steps in learning: teacher                                                                                                          |  |
|----------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------|--|
| What went well                   |  | What are the common errors / misconceptions?                                                                                             |  |
| Even better if                   |  | What needs to be recapped / retaught now?<br><br>What needs to be recapped / retaught later in the SOW?                                  |  |
| Spelling errors                  |  | Which students need individual support?<br><br>Any incomplete work / presentation issues to address?                                     |  |
| Successful responses             |  | Points to discuss at collaborative planning and ideas I have as to how the SOW could be amended to tackle these errors / misconceptions. |  |