

Feedback and Review Policy

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| Date written / last reviewed: | November 2025 |
| Date approved by sub-Committee: | December 2025 |
| Date of next review: | Autumn 2027 |
| Linked policies: | Literacy Policy, Teaching and Learning Policy, Numeracy Policy |

Intent

Aims

Feedback is a central part of a teacher's role and is integral to progress and attainment. Providing feedback is one of the most effective ways of improving students' learning. The Education Endowment Foundation states that 'feedback has a very high impact...based on extensive evidence' (2021). [EEF Teaching and Learning Toolkit](#).

At Waldegrave School we believe that effective feedback is crucial to empowering our students to achieve. It helps to close the gap between what they know and what they do not know and guides them from where they are to where they could be. Feedback must be underpinned by quality first initial teaching that includes careful formative assessment. It must be appropriately timed and focused on moving the learning forward, and ensure that students will act on the feedback offered.

This feedback and review policy should be viewed in conjunction with our Teaching and Learning Policy, principles 3 and 4: Assessing for learning and Reviewing (BEAR). Staff should also have regard for the school's work on the SSAT's Embedding Formative Assessment project.

Objectives

- To provide students with specific, regular guidance on what they did well and how to improve their work in order to make progress.
- To provide strategies for students to improve.
- To give students dedicated time to reflect on their learning and put in effort to make improvements.
- To inform planning and structure the next phase of learning, both within a lesson and in the longer term.
- To encourage a dialogue between student and teacher.
- To encourage students to have a sense of pride in their work, both in terms of content and presentation.
- To correct mistakes, including literacy/vocabulary skills.

Implementation:

General Principles

These are the general principles of Waldegrave School's approach to feedback and review. Departments must use these to draw up their own specific protocols in line with this policy. This commonality of approach ensures students are given the same

opportunity to maximise their learning and achievement in all subjects. The general principles are:

- Feedback should be supportive, timely and respond to the needs of individual students, and take account of their specific needs such as SEND and disadvantage as detailed in Pupil passports.
- Students should be given time to engage with the feedback, verbally or in writing.
- When marked work such as assessments are returned, students should be given time to engage with the feedback (DIRT: Dedicated Improvement and Reflection Time).
- Peer, group and self-assessment should be used in addition to teacher feedback as these are also valuable tools for learning. Where these are used, they should be well-structured by the teacher.
- Departments should identify on their curriculum plans which pieces of work will be quality marked with detailed feedback. This should be at least one piece per half term.
- Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback. For example, it is perfectly acceptable to use time-saving techniques such as marking codes, stamps, pre-printed labels, self-marking google quizzes, etc.
- Both class and homework should be acknowledged in some way and books/work should be checked for **effort, pride and presentation** a minimum of once per half term. Acknowledgement marking may include the use of stickers and stamps.

Types of feedback

Formative feedback

This may involve:

- Question and answer sessions
- Discussions
- Live marking (walkabout marking)
- Live review using a visualiser
- 1-2-1 conversation
- Whole class feedback
- Low stakes quizzes throughout the learning process
- Peer review

Verbal feedback in the moment

This is a vital part of adaptive teaching and enables all learners to receive effective and instant feedback. Verbal feedback, strategic questioning and dialogue should be embedded within every lesson. It should identify both positives and next steps so the student has a clear understanding of how to improve.

During a lesson, teachers and teaching assistants will effectively intervene in the moment and give feedback verbally, deal with misconceptions and consolidate learning. This should be quick and remain positive, encouraging resilience in each student and allowing them to take greater ownership of their learning.

Summative feedback

Best practice may include:

- Embedded retrieval activities throughout the learning process
- Sharing of marking criteria with students prior to assessment
- Opportunities to peer mark aspects of assessment
- Teacher whole class feedback on key themes and misconceptions

Strategically planned formal feedback

Formal written feedback should be provided to students on strategically planned pieces of work or assessments to help teachers, students and their parents/carers to understand the progress made and the next steps. Students should be told what went well and be given clear targets for improvement (WWW, EBI). Teachers should use this to plan subsequent teaching and learning.

Peer/self reflection and feedback

Regular opportunities should be provided to all students to reflect on their own work and the work of their peers. Teachers should provide success criteria for students and ensure they have a clear understanding of it for this to be effective.

Literacy and numeracy feedback

When providing written feedback, literacy feedback should be provided. To facilitate this, the Waldegrave SPAG marking policy should be used ([see appendix 1](#)).

We all have a duty to also be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions, etc. should be monitored accurately across the curriculum.

Impact

Quality assurance of feedback and review

The key procedures for monitoring feedback and review are:

1. Analysis of examination results.
2. Analysis of departmental data for all teaching groups.
3. Deep dives - Leadership, Governors and Peer.
4. Learning walks - thematic and subject focused.
5. Lesson observations.
6. Book, file and electronic work sampling.
7. Staff, parent and student voice.

The Leadership team must ensure that they:

- Work with Heads of Department as part of the line management process to quality assure feedback and review in the ways listed above.
- Ensure that Heads of Department have produced a department-specific feedback and review policy in line with the whole school policy.
- Use line management time to discuss assessment data and how departments are using it to inform their planning.

Heads of Department must ensure that they:

- Use this policy as the basis for creating department-specific feedback and review protocols (**see appendix 2 for template**).
- Provide students with curriculum information for each scheme of work.
- Ensure students in KS4 and KS5 know their targets and have them displayed in their books/folders.
- Ensure formal assessments take place as calendared and that they are standardised, moderated and marked according to a mark scheme.
- Ensure that teachers record their assessment results centrally.
- Ensure that feedback is quality assured in the department by carrying out work sampling and learning walks at least once per term.
- Use department meetings to conduct work sampling and share best practice around feedback and review, for example, discussion of the SSAT's Embedding Formative Assessment project.
- Clearly identify on schemes of work which pieces of work/assessments will be quality marked.
- Produce an assessment calendar to support staff in managing their workload.
- Plan for checking students' understanding and misconceptions.
- Make full use of a variety of formative and summative assessments and use these to adapt the learning in the short and long term.
- Ensure that students know how they can improve. Formative assessment feedback should provide students with a clear understanding of how to improve, and they should have time to act upon this. Summative assessments should provide students with a clear understanding of their strengths and clear targets for how to improve.
- Be adaptive and respond to the learning as it unfolds, both in the short and long term.
- Respond to assessment data in the short and long term. AfL strategies should be used within lessons to assess the learning and respond appropriately. Summative assessments should be used to assess longer term progress and planning should be adjusted accordingly. Any gaps in knowledge, understanding or skills should be addressed both 'in the moment' and in subsequent learning.
- Engage students in regular review. Retrieval practice should be used to help students make connections between what they have learnt. Planning should also include opportunities to review over longer periods of time.
- Ensure staff use a colour other than purple to mark so as not to confuse with self and peer assessed work.

Class teachers must ensure that they:

- Follow the school policy/department protocol for feedback and review.
- Implement strategies from the SSAT's Embedding Formative Assessment project as appropriate.
- Provide students with curriculum information for each scheme of work.
- Ensure students in KS4 and KS5 know their targets and have them displayed in their books/folders.
- Record their assessment results centrally.
- Plan for checking students' understanding and misconceptions.
- Make full use of a variety of formative and summative assessments and use these to adapt the learning in the short and long term.
- Ensure that students know how they can improve. Formative assessment feedback should provide students with a clear understanding of how to improve, and they should have time to act upon this. Summative assessments should provide

students with a clear understanding of their strengths and clear targets for how to improve.

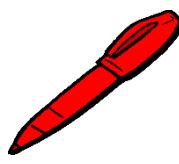
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- Engage students in regular review. Retrieval practice should be used to help students make connections between what they have learnt. Planning should also include opportunities to review over longer periods of time.
- Use a colour other than purple to mark so as not to confuse with self and peer assessed work.

Students must ensure that they:

- Respond to feedback when asked to do so.
- Use a purple pen when redrafting, responding to feedback or peer assessing work.
- Take actions against EBIs if required, making full use of any DIRT time.

LITERACY ACROSS THE CURRICULUM

SPAG MARKING POLICY



When you receive written work back from your teacher you may see some of these marks in the margin. This is what they mean:

| Margin code | Description | Purple pen actions |
|-------------|---|--|
| Spx3 | Spelling mistake | Student writes correct spelling three times |
| P | Punctuation error – teacher circles error or missing punctuation | Student corrects punctuation inside the circle or rewrites word |
| C | Capital letter error – teacher circles incorrect letter | Student corrects the error clearly |
| // | You need to start a new paragraph | Student writes one sentence explaining why a new paragraph was needed. |

MFL have subject specific codes.

Departments may use other marking codes but these will be explained to students.

Appendix 2

Feedback and Review Protocols 2025-26

Department Protocols Template

Department: e.g. History

HOD:

| Year Group | List of tasks for formative feedback | When and how is it evidenced? | List of summative assessments | When and how is it evidenced? | List of other types of feedback | When and how is it evidenced? |
|------------|--|--|--------------------------------------|---|---|---|
| Year 7 | e.g. Extended writing on who should be king in 1066. | e.g. Autumn 1 Teacher feedback to include EBI / WWW Student response | e.g. Test on the Battle of Hastings. | e.g. Autumn 2 Marking codes transferred by students onto tracker sheets. | e.g. Book checks Verbal feedback Peer assessment Self assessment | e.g. Once per half term, initialled and dated by teacher. Every lesson, in the moment. Once per half term, purple pen. Once per half term, purple pen. |
| Year 8 | | | | | | |
| Year 9 | | | | | | |
| Year 10 | | | | | | |
| Year 11 | | | | | | |
| Year 12 | | | | | | |
| Year 13 | | | | | | |

