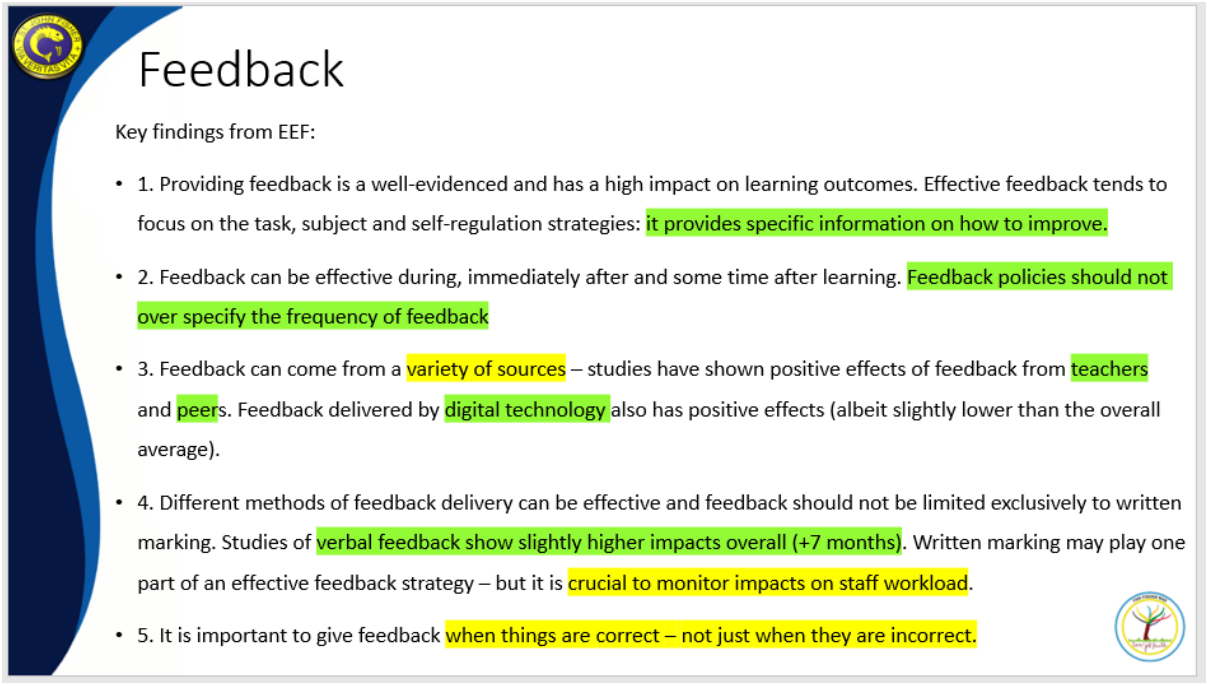
Feedback Policy

Approved : September 2026
Review Date: September 2027
Adopted: September 2026

Introduction

Feedback forms a large part of the foundation for learners making progress. Key findings of research conducted by EEF are below:



Feedback is pivotal in supporting metacognitive approaches in ensuring learners understand where they sit within their own learning, understanding what they can and cannot do.

Key Principles to feedback processes at St John Fisher Catholic College

Feedback must:

- Celebrate the strengths and areas of success where possible;
- Clearly identify areas for improvement and explain how this can be done;
- Be planned for – in both class teaching and homework activities.

Feedback can:

- Be given by teacher, peers or digital processes (e.g.auto marked homework);
- Be in written format or done verbally (both of which can be delivered "live" during lesson time);

Faculty/Subject specific guidance

Appended to this policy are faculty/subject specific guidelines on how the process of giving feedback works within each specific subject/faculty area.

Faculty: MATHEMATICS AND BUSINESS

After each Unit identified on the learning journey learners will complete a progress check. Following the assessment any areas for development will be fed back to learners and may be re-taught (where necessary) and included in the recap part of the lesson to feedback. A progress follow up or challenge question/s will then be given to the learners.

Learners will be set online homework each week using the online platform SPARX. Learners will gain immediate feedback on the homework. Online homework will also guide the Recap part of the lesson. Most feedback in lessons will be verbal. All self-assessed and peer assessed work will be marked with purple pen. Learners will use mini whiteboards in lesson to encourage participation and to provide immediate feedback to teachers.

Key Stage 3 (Y7-9): MATHEMATICS

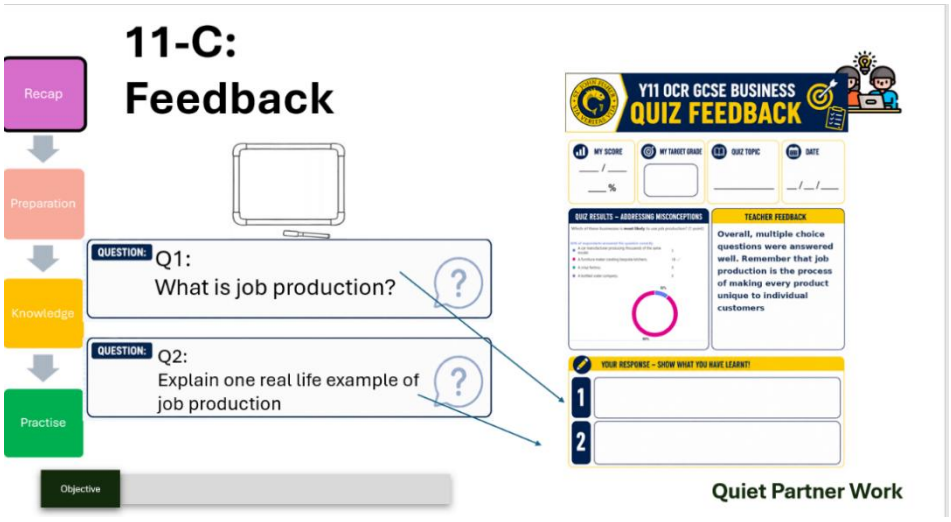
After each summative assessment (at least 1 per term) a QLA will be completed which will identify areas for development. Verbal feedback will be given on the assessment and areas for development either re-taught (where necessary) and/or included in the recap part of the learning.

Key Stage 4 (Y10-11): MATHEMATICS

After each summative assessment(at least 1 per term) a QLA will be completed and learners will have a printout that will identify their individual performance and will be linked to SPARX codes. Verbal feedback will be given on the assessment and areas for development either retaught(where necessary) and/or included in recap part of the learning.

Key Stage 4 (Y10-11):BUSINESS

Learners will complete an assessment(at least 2 per half term). After each assessment learners will receive a document with teacher feedback. From the assessment misconceptions that have been identified will be retaught to address them. Learners will be given similar questions to check that the misconceptions have been addressed



Faculty: English

Benchmarks are conducted to start the year to set whole class targets. There will be a commonly assessed unit every half term.
Learners will receive verbal feedback on their work every lesson.
All marking will follow the marking for literacy code. All books will be marked in green pen. Targets set will require some form of purple pen learner response.

Marking Symbols

p - punctuation (absent or incorrect)
sp - spelling mistake
cap - capital (needed or misplaced)
ww- wrong word
// - new paragraph needed
? - not clear
t - tense problem
Expr - expression unclear

Formative Feedback Methods:

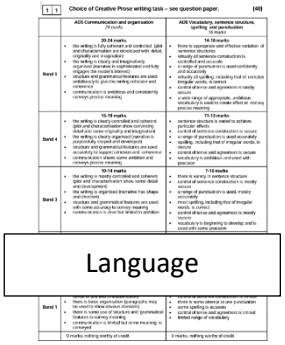
Book Look

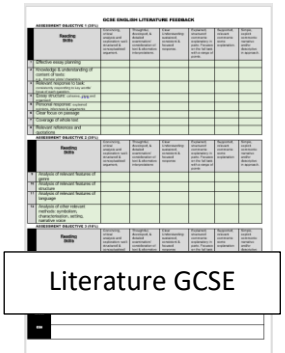
This method places more responsibility for progress upon learners. For the teacher, emphasis is on quality of feedback that they give to class. This means a reduction in 'need' to physically mark every error or misconception in a set of books when you might be seeing the same mistake repeatedly.
Live marking: teacher reads learners' work to elicit evidence of learning during lesson so that they can address misconception before embedded.
Subsequent lesson(s) may be planned to address issues arising from live marking as well as praising success and using model examples for class.
Teachers may re-teach concepts, ideas, themes, quotes, context, SPAG that learners were lacking through modelling, examples, in the responding to feedback task that addresses these misconceptions fully.

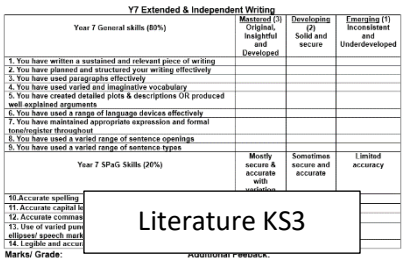
Summative Feedback Methods

- Green Faculty Feedback Assessment Grids are used for half termly assessments.
- A number feedback grid is used for teacher feedback for all Writing/Language tasks at KS3 and KS4.
- Separate feedback grids are used for KS3 & KS4 Reading/Literature tasks.
- These include success criteria, breakdown of skills, assessment objectives, teacher response section WWW/EBI.
- Every summative assessment is entered on tracking SIMS data sheets, should be marked by highlighting criteria & setting next steps based on criteria not yet met.

Examples


Language


Literature GCSE


Literature KS3

MOCK EXAMS: GCSE ENGLISH LANGUAGE AND LITERATURE

Years 10 and 11 have fully graded Language Section B response sheets and Literature response sheets for each literature text examined. These will be in line with the most recent grade boundaries at GCSE. Responding to feedback lessons follow on from a summative assessment in order to track pupil progress.

A LEVEL LANGUAGE AND LITERATURE:

Similarly to KS3 and KS4, there are feedback assessment grids for KS5 Language and Literature.

Faculty: Humanities

Key Stage 3 (Y7-9):

Feedback at KS3 will take the following form:

Verbal feedback given during lessons. 'Live marking'- written feedback given to individuals during lesson. This will be evident in green pen in learner books. Verbal feedback given to whole class (with visual aids) following completed piece of work which learners respond to by making improvements or additions using purple ink. On occasion, feedback may be automated for homework completed on Neeto and Wayground. Summative assessment twice a year which will identify successes and areas for improvement, and graded according to internal summative levels and level descriptors. This will then subsequently be responded to by learners identifying in purple ink 'what went well' and 'even better if'. If appropriate, redrafting of section of work will take place.

Key Stage 4 (Y10-11):

Verbal feedback given during lessons. 'Live marking'- written feedback given to individuals during lesson. This will be evident in green pen in learner books. Verbal feedback given to whole class (with visual aids) following completed piece of work which learners respond to by making improvements or additions using purple ink. On occasion, feedback may be automated for homework completed on Neeto and Wayground. End of unit exam style question will be used for summative assessment. This will be graded using GCSE grades. This will subsequently be responded to by learners, according to GCSE mark schemes. If appropriate, redrafting of a section of work will take place. Formal assessments will be recorded in Record of Achievement folders which will include unit and type of assessment, grade achieved and ideas for further improvement.

Key Stage 5 (Y12-13):

Verbal feedback is given during lessons. Teacher marking of formal assessments. Marked in green ink, this will identify successes and areas of improvement. This may be graded using A level grades. This will be responded to by learners improving the pieces of work by additional comments, dates etc. If appropriate, redrafting of a section of the work will take place.

Faculty: MFL (Modern Foreign Languages)

Key Stage 3 (Y7-9):

Feedback after each assessment (at the end of a unit/a series of units) key elements for WWW and EBI are identified by learners with teacher support and areas to look at again are written by the learners under teacher guidance with verbal feedback.

Online homework will be checked and feedback given either in a written form or verbally when appropriate.

Most feedback in lessons will be verbal, seen in a variety of ways; questioning, circulation and observing written work, in response to mini whiteboard work as a whole class activity.

All self-assessed and peer assessed work will be marked with purple pen. Teachers live mark in lessons and use stamps and green pen to mark work. All other marking is done in green pen.

Key Stage 4 (Y10-11):

Feedback after each assessment (at the end of a unit/a series of units) key elements for WWW and EBI are identified by learners with teacher support and areas to look at again are written by the learners under teacher guidance with verbal feedback. This same process is followed after mock examinations. Individualised focus on improvements in specific areas i.e. question styles, one specific skill within the language. Work now graded in GCSE grades in KS4.

Online homework will be checked and feedback given either in a written form or verbally when appropriate.

Most feedback in lessons will be verbal, seen in a variety of ways; questioning, circulation and observing written work, in response to mini whiteboard work as a whole class activity.

All self-assessed and peer assessed work will be marked with purple pen. Teachers live mark in lessons and use stamps and green pen to mark work. All other marking is done in green pen.

Faculty: PERFORMANCE

Key Stage 3 (Y7-8):

ALL SUBJECTS

-Verbal feedback every lesson from teacher

- Homework auto marked

- Assessment work – marked by teacher. Self-evaluated by learner and feedback from teacher

- peer assessment – written down by learners

Key Stage 3/4 (Y9-11):

ALL SUBJECTS

-Verbal feedback every lesson from teacher/staff member

- General feedback in line with Exam Syllabus guidelines – this could for coursework or exam work.

- Mock exams marked by teacher and feedback and self-evaluation completed

Key Stage 5 (Y12-13):

ALL SUBJECTS

-Verbal feedback every lesson from teacher/staff member

- General feedback in line with Exam Syllabus guidelines – this could for coursework or exam work.

- Mock exams marked by teacher and feedback and self-evaluation completed

Faculty: Technology

Evidence of feedback during practical tasks:

Feedback during practical tasks within the Faculty is often verbal and as such may not be recorded. The successful completion of these tasks can be seen as tangible evidence that regular feedback has been given.

Design & Technology:

Key Stage 3 (Y7-9):

For learners to remain motivated to improve, they must understand what their learning objectives/outcomes are. In Design & Technology we make use of Grade Descriptors in the form of 'ladders' in learner friendly language. These enable learners to assess their work alongside their Teachers' assessments and identify what they need to do to improve. Copies of ladders are displayed in relevant rooms. Design and Technology uses Y11 target data to set targets throughout Y7-9 which are used along with level ladders to assess progress against expected level. Throughout lessons, learners are given verbal feedback on what they need to do to improve.

Theory

Theory is typically taught at the start of each project and is given feedback through live marking and a final 'mark out of 10.'

Skills Assessments

Skills assessments are made based on the work produced in the 'Project Booklet' and the 'practical outcome' of the unit of work. The following skills would typically be assessed – 'Researching & Analysing', Generating Design Criteria', 'Designing / Developing Ideas', 'Planning & Making', 'Testing & Evaluating'. These marks are shown on a 'Target setting sheet'.

At the end of each project, learners are expected to reflect on their work / assessments and use the 'Target setting sheet', to help them identify ways to improve future work in Design and Technology. During Design & Technology lessons, teachers make use of Promethean 'activotes' and white boards, which gives teachers and learners 'immediate' feedback, and are used to monitor learning, informing future teaching. Students are given multiple choice theory tests during assessment fortnight. These also assess food theory knowledge.

Key Stage 4 (Y10-11):

In Design and Technology, during year 10, theory work is covered using topic booklets which include questions designed to reinforce learning. At the end of each topic there is a formal written test. The results of these tests are used to monitor progress towards Targets. After each unit or test, the teacher models correct answers, and corrections are completed by learners who set individual targets based on their performance in both booklet and test. During Year 11 Learners complete their NEA. Learners are provided with their own copy of the examination board assessment criteria to assist with their own self-assessment. Assignments

are assessed according to the guidelines set by the exam board. In accordance with exam board guidelines learners receive feedback sheets indicating areas for improvement and targets for raising standards. Throughout the course learners have regular one to one discussions with staff about the work in progress.

Food and nutrition & Hospitality and Catering:

Key stage 3 (Y 7-9)

Theory

In each booklet (1 per year group) WWW and EBI are identified with some pieces of work graded. Learners will be given time to respond and improve assessment piece of work.

Practical

Verbal feedback in practical lessons will be given to help improve practical skills/preparation/presentation. Learners will verbally self-reflect on practical lesson.

Key stage 4 (Y10 – 11)

Theory

Booklets are completed by students to deliver theory knowledge. Live feedback is used, and students are given time to correct errors and address misconceptions using purple pen. Verbal feedback and low-stake questioning in lesson is used to confirm knowledge.

Practical

Verbal feedback will be given in lessons relating to preparation/cooking skills/presentation skills. Students complete a practical mock with accompanying booklet in both Y10 and Y11 which will be given verbal and written feedback.

Art:

KS3 Feedback

All students receive verbal feedback and formative assessment throughout the lesson on strengths and how to develop and refine a piece of work. Students are shown individual demonstrations during this process in order for students to understand how to apply the feedback.

Students are also given group feedback during projects through demonstrations and discussions where students critique work shown.

Feedback is also provided in books via live marking when circulating the room and also during key points of a project or body of work where the feedback will be more detailed and highlight strengths and areas for improvement.

KS3 Art students are assessed using our KS3 Assessment Grid using the GCSE model (Assessment Objectives 1-4). This will be used at summative assessment points throughout the academic year, at a mid-point when marking a project and at the

end of a project. This supports providing parents and students with a clear indication of where they are against the assessment criteria. The grid is also used by students in some lessons to peer and self-assess to enable them to understand more about the approach and GCSE and A Level.

KS4 Feedback

At KS4, teachers use continuous formative verbal feedback through classroom circulation and focused one-to-one coursework reviews. Feedback is responsive to individual learners' needs and identifies clear next steps, enabling students to refine ideas, improve practical outcomes and make progress against the AQA assessment objectives. Learners are encouraged to act on feedback, evaluate their own work and increasingly take responsibility for monitoring and improving their progress.

Computer Science and Creative Media:

Introduction

The majority of feedback given is verbal support in lesson and will allow learners to identify misconceptions and correct their work while they are completing it.

The aim of feedback is principally to give learners the opportunity to reflect on work they have completed and/or attempt follow-up activities that are relevant to the areas that they can develop in. To that end, it will be up to the class teacher to use their professional judgement to decide which pieces of work will receive feedback and reflection activities to maximise the impact for learners. This also means that the pieces of work that receive feedback and reflection activities will vary between the different classes in the same course and/or year group.

Theory

At a minimum, each theory unit covered should be assessed by the teacher at the end of that unit, and learners should be provided with the opportunity to recognise misconceptions they have made and the areas they can develop. This assessment can take the form of a standard test, or a wider assessment of work completed in that unit.

Throughout theory units there will also me multiple points where feedback and reflection activities can be provided.

Practical

There is a large part of the curriculum across both Computer Science and Creative Media that requires practical work to be completed. By its nature, when feedback is given to learners who are completing this work any mistakes or misconceptions will be corrected.

In **Computer Science**, programmes that use a combination of programming skills and techniques (e.g. variables, data types, flow control, structures, subroutines etc)

are evidence that feedback has been given by the class teacher and acted on by the learner.

Learners running, testing, and debugging a program written in a block or text language is a form of self-assessment, and correcting any syntax or logic errors based on this is them reflecting on the self-assessment. Discussing these programs with their peers is a form of peer-assessment, and implementing any changes based on this is them reflecting on this peer-assessment.

No further evidence of this feedback and/or reflection will be required but can be included in comments in the program if/when appropriate.

In **Creative Media**, digital products that use a combination of software skills and techniques (e.g. correction tools, pixel selection, masking, shapes, lines, text, effects etc) are evidence that feedback has been given by the class teacher and acted on by the learner.

Learners reviewing their digital products or using trial and error to complete elements in a digital product, is a form of self-assessment, and incremental improvements based on this is them reflecting on the self-assessment. Discussing these digital products and asking for opinions and ideas from their peers is a form of peer assessment, and making any adjustments to their digital product based on this is them reflecting on their peer-assessment.

No further evidence of this feedback will be required but can be included in reflections or project logs if/when appropriate.

Faculty: Religious Education

Key Stage 3 (Y7-9):

1) Whole class feedback where misconceptions have been identified or post assessment with provision of 'model 'answers. This could be written or verbal.

2) Peer assessment (purple pen)

3) Individual written assessment from teacher in the form of WWW and EBI (2 per half term) (extended writing task mid topic & End of Topic assessments).

4) End of Topics assessments will evidence – effective use of knowledge organisers / detailed and comprehensive revision opportunities in class and for homework / effective use of Arbor to provide learners and parents with this information. All assessments will be followed by individual feedback and a follow up lesson to allow ALL learners to action any targets identified.

5) Self-assessment (purple pen) Visualisers will be used to allow whole class feedback and improvements to written work

Key Stage 4 (Y10-11):

1) Whole class feedback where misconceptions have been identified or post assessment with provision of 'model answers'. This could be written/verbal.

2) Peer assessment (purple pen) Visualisers will be used to allow whole class feedback and improvements to written work

3) Once a fortnight, learners will have the opportunity to attempt an EXAM STYLE (a,b,c,d) questions relating to part of the specification recently taught. Yellow slips used to identify success and point to improvements which are completed in purple pen.

4) Evidence of periodic summative assessments (End of unit assessments) approx. half termly depending on the unit of work being assessed with an overall GCSE grade awarded.

5) Teachers will track and keep records of the progress of each individual learner, using both formative and summative assessment.

6) Formal written feedback provided after Y10 Exam Week and Y11 Mocks (Nov and March)

Key Stage 5 (y12-13):

A LEVEL

1) Whole class feedback where misconceptions have been generally identified or post assessment with the provision of 'model' answers. This could be written or verbal.

2) Peer assessment (purple pen)

3) Formal feedback at the end of each topic after completion of ESSAY (Timed and Homework) Yellow slips using AQA criteria are used to celebrate success and point to next steps highlighting Ao1 and Ao2 skills.

4) All learners will be required to RESPOND to formal feedback after essays have been returned.

5) Model answers / essays will also be provided.

6) Evidence of periodic summative assessments and overall grades awarded.

7) Teachers will track and keep records of the progress of each individual learner, using both formative and summative assessment.

8) Formal written feedback also provided for after YEAR 12 EXAM (summer term) and Y13 MOCKs (November and March).

Faculty: Science

Feedback in Science plays a central role in enabling all learners to know more, remember more, and apply more. It is not just a tool for correction, but a deliberate act of teaching—bridging the gap between what a learner currently knows and what they need to master.

Our vision is for every pupil to:

- **Understand how to improve** through timely, clear and actionable feedback.
- **Reflect on their own learning** and take ownership of their progress.
- **Develop independence and metacognitive habits**, using feedback to plan, monitor and evaluate their work.
- **Engage with feedback** confidently and routinely as part of a culture of excellence in Science.

We are committed to feedback that is:

- **Evidence-informed** – grounded in research such as the Education Endowment Foundation's recommendations on effective feedback.
- **Subject-specific** – recognising that feedback in Science must address scientific concepts, language, skills, and misconceptions.
- **Inclusive** – ensuring all pupils, especially those with SEND or who are disadvantaged, benefit from precise and purposeful feedback.
- **Sustainable for teachers** – promoting high-impact, low-burden practices that free up time for planning and responsive teaching.
- Feedback is not about quantity or appearance. It is about **impact**. When done well, feedback helps teachers teach better, students learn better, and everyone in the classroom understands what success looks like.

Feedback Rationale:

Our feedback strategy is built around five core principles. These principles are grounded in research and adapted for the context of science teaching across all key stages.

1. Feedback must lead to progress

Why it matters: Feedback is only effective when it results in pupils improving their work, understanding, or performance. It is not the act of giving feedback that counts—it is what learners *do with it* that makes the difference.

What this looks like:

Learners regularly respond in **purple pen**.

Time is built into lessons for learners to **act on feedback**—either immediately or during DIRT.
Teachers check that feedback has been followed and used correctly.

2. Feedback should be timely and embedded in teaching

Why it matters: The longer the gap between a learner producing work and receiving feedback, the less likely it is to be effective. Feedback is most powerful when it comes during the learning process, not after it has ended.

What this looks like:

Teachers circulate during tasks and give **live verbal or written feedback** (e.g. green pen questions).
Lessons include regular **checkpoints** (e.g. Do Now review, mid-task checks) for feedback to be given and used.
Feedback is often immediate and **in-lesson**, rather than solely after work is collected.

3. Feedback should be specific and actionable

Why it matters: Vague feedback like "try harder" or "add more detail" doesn't help learners understand how to improve. Effective feedback is focused, linked to the learning goal, and gives pupils something concrete to do next.

What this looks like:

Comments refer to success criteria, assessment objectives (AOs), or AF strands.
Feedback includes prompts or targets that pupils can respond to straight away.
Whole-class feedback is followed by a **structured task** that addresses common errors.

4. Feedback should promote independence

Why it matters: Feedback is not just about correction—it is about developing learners who can self-regulate, reflect, and drive their own improvement.

What this looks like:

Learners are taught how to use feedback—e.g. through **modelling**, sentence starters, or DIRT routines.
Use of **self- and peer-assessment** is embedded across key stages.
Pupils begin to **predict** what feedback they might receive and improve before it's given.

5. Feedback should be sustainable and prioritised by impact

Why it matters: Excessive written marking drains teacher time and doesn't necessarily lead to better outcomes. Feedback must be manageable, meaningful, and focused on what makes the biggest difference.

What this looks like:

Not every piece of work is marked—but all learners receive **regular feedback** that supports progress.
Teachers use a range of strategies (verbal, whole-class, modelling, peer) to reduce workload and increase impact.
Staff are supported to develop feedback fluency, not compliance with marking policies.

Lesson Starts/review of previous learning

All lessons will begin with a mini-quiz style do now activity. This may not take place if there is a practical or assessment lesson. The mini-quizzes can be drawn from a bank of centralized core questions. The questions have been designed to provide short knowledge-based answers that allow the teacher to measure progress across a series of lessons. Teachers will go over the answers as a class and gather data on learner responses whilst learners self-assess. The class teacher will model on the whiteboard or screen what a good response should look like and learners will improve their answers using purple pen. If purple pens are not available, learners will be able to improve their answers in a pen of different colour or pencil. The main goal to make sure that their answers and corrections stand out. If at this point the member of teaching staff is made aware of misconceptions by a majority of the class the classroom teacher will make sure that these misconceptions are addressed before moving on. The teacher may then consider revisiting this topic or question during the next lesson.

Introduction of new material

It is important that prior to new content being taught that teachers check prerequisite knowledge. This can be done in a variety of ways at the classroom teachers discretion. However, the teacher may consider the use of mini-whiteboards as a way of checking the understanding of the class as a whole. If, upon collection of whole class data the teacher is made aware that the class is lacking the prerequisite knowledge the teacher will reteach the knowledge fully.

Independent Practice

In Science, learners are given many opportunities to complete extensive independent practice suited to their particular key stage and ability. Initially, teachers will guide learners as they begin their practice. This may be achieved through a number of teacher prepared external supports including worked examples, step by steps, texts or knowledge organisers. When providing worked examples it is important that teachers show their working out on the whiteboard or

screens so that learners are able to follow their working. All independent practice in class is self-assessed as a class. With learner responses and improvements written in purple pen or a pen of different colour. It is the expectation that all key stages will make use of the feedback policy as described above. Below is a description of how the feedback policy will differ for each of the key stages as well as a rationale for the differences.

Science 'marking' policy

The expectations outlined below are per topic as defined in the Science scheme of work. Teachers will provide 1 piece of in-depth marking per topic on a written piece of classwork/homework. As indicated within the Science scheme of work learners will also complete an assessment, staff will mark this assessment and produce a review sheet with targets that should be responded to by the learner. As teachers mark these papers it is expected that they make a note of any common errors or misconceptions so that these can be identified on a department basis and then addressed. Literacy and Numeracy is to highlighted and addressed in line with the school marking policy on the in-depth assessment.

Key Stage 3 (Y7-9):

Years 7 through to 9 will complete a mid-point assessment which will be marked by the classroom teacher and learners provided with details of their strengths, areas of development and corrections of spellings of key vocabulary. At the end of each topic, learners will be given an assessment that revisits previously taught content, this again will be marked by the classroom teacher and learners provided with a percentage grade. Learners class work will be self or peer assessment during the lesson.

Key Stage 4 (Y10-11):

Years 9 through to 11 will have the opportunity to complete at least one period of extended practice each week called 'Science on your own' (SOYO). This will be at least ten minutes of silent, independent work, without teacher input. This could be done in the format of a stretch and challenge question, or application question. Staff may decide to use this time to complete exam style questions. Upon the completion of the SOYO staff will model a good answer and provide learners with the opportunity to improve their answers in purple pen or a pen of different colour.