KING EDWARD VI FOUNDATION BIRMINGHAM

Educational excellence for our City

KING EDWARD VI ACADEMY TRUST BIRMINGHAM

Feedback and Marking

Responsible Board/Committee	Education
Policy Type	School
Policy Owner	Deputy Headteacher
Statutory	Yes
Publish Online	Yes
Last Review Date	September 2026
Review Cycle	*Annual* This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	September 2027
Version	

Date Agreed: September 2026	**Date for review: September 2027**
Chair of Governing body: Nicola Smith	**Date signed:** September 2026

Rationale
Feedback is crucial to the learning process. Research shows that when done effectively feedback has a significant impact on student progress- above average effect in Maths and Science
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback

What does effective feedback look like?
Feedback should inform the student about their current performance and ensure that they are clear on their areas of strength and weakness.
After 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.

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.

Frequency and types of feedback
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. Cumulative knowledge formal assessments – these assessments take place at various points throughout the academic year for whole school data drops.

Daily assessment and feedback
Teachers should read students' work regularly and use a variety of the following feedback strategies ensuring that feedback always forms an integral part of every lesson.
- Low stakes quizzing (Do Now and Show Me answers) combined with questioning every lesson
- Individual and whole class feedback whilst circulating throughout the lesson
- Visualiser feedback to showcase, construct or deconstruct student work
- Deliberate practice questions combined with feedback
- Individual verbal feedback and discussion
- Self and peer assessment of work supported by model answers, checklists and knowledge organisers
- Show me activities using mini whiteboards, a hand show or suitable alternative
- Questioning
- Regular informal assessments
- Reading of student work followed by a whole class feedback session identifying strengths, areas of development and next steps

Most classwork should be self or peer assessed by students:
- Every lesson we expect to see that Do Now tasks are self or peer assessed using a green pen
- When completing responses in class, students should use self or peer assessment methods to review their work against success criteria provided by the teacher.

Depending upon the frequency of lessons, every 3 weeks (or frequency identified by subject co-ordinator) teachers should conduct whole class feedback. Whole class feedback can be conducted based upon various pieces of evidence:
- Classwork during active circulation
- Work in exercise books
- Homework
- Assessment/s

Classwork during active circulation and feedback
Teachers actively circulate the class during the lesson reading students work. If students are making common errors/having common misconceptions teachers should use the following approach:

- Stop the whole class in the progress of their work
- Feedback the common misconception/errors explicitly to the students
- Re-teach or re-explain the subject content if required
- Students to add notes/amend using a green pen
- Test for understanding using the mini whiteboards via questioning (aim for at least 80% of the class to be correct)
- Students to continue with the set task
- Work with those students who are struggling

Work in exercise books and feedback

Conduct book looks based upon the class set of books. Teachers should use the following approach:

- Collect in all exercise books
- Make brief notes using the departmental whole class feedback proforma. Teachers may also make a personal note of successful student work to be shown on the visualiser, students needing individual support and presentation issues
- Prepare for students to receive feedback on the strengths and areas for improvement at the start of the next lesson
- During the lesson, students complete the feedback profoma using the information given by the teacher (to safeguard lesson time, a photocopied version/printed copy of the feedback sheet on green coloured paper can be given to students to glue into their exercise books)
- Teacher re-teaches the subject content that was answered poorly
- Students to complete in green pen, a similar question/s or task based upon the retaught subject knowledge (this is done via a pre-planned task)

Homework and feedback

If the homework task is not written and on an online platform that self marks/checked by the teacher (eg. Carousel and Sparx) Teachers should use the following approach:

- Use the analysis function to find out which questions students answered well/poorly
- Make brief notes on the strengths and areas for improvement using the feedback proforma
- Prepare for students to receive feedback on the strengths and areas for improvement at the start of the first lesson in the following week.
- During the lesson, students complete the green coloured feedback profoma/completed by teacher and glue it into their book
- Teacher re-teaches the subject content that was answered poorly
- Students to complete in green pen, a similar question/s or task as the HW based upon the retaught subject knowledge (this is done via a pre-planned task)

All of the above strategies are used to inform future 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.

Consolidation assessment and feedback

During a sequence of learning, regular knowledge quizzes (frequency agreed by the subject co-ordinator) should be completed and based upon pre-identified core knowledge. At the end of a sequence of learning, teachers may select a specific task or question to consolidate students' knowledge as well as knowledge recall questions. 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 green coloured 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 green coloured pen to mark their peer's work so that the strengths and areas for improvement are clearly visible.
- Teachers collect the specific task/question and completes a whole class feedback session the next lesson

- During the lesson, students complete the feedback profoma.
- Teacher re-teaches the subject content that was answered poorly
- Students to complete in green pen, a similar question/s or task based upon the retaught subject knowledge via a pre-planned task.

Formal assessment and feedback

Formal assessments (whole school data feeds) take place at various times throughout the academic year are a mixture of knowledge and application (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/markschemes for knowledge recall questions
- Where answers are more subjective, these could be self/peer marked but the teacher must look and confirm marks awarded (due to the nature of the formal assessment reported home)
- Students should use a green coloured pen to mark their work so that the strengths and areas for improvement are clearly visible.
- Students should have the opportunity to review the assessment and respond to assessment findings by focusing on the area for improvement using the teacher's pre-planned feedback lesson as outlined above.

Feedback guidance for staff

Planning for feedback

Effective feedback informs planning and ensures that lessons stretch and challenge students by acknowledging and acting upon their areas of weakness and strength. Planning for feedback should form part of the teacher's routine lesson planning process and should include:

- Clear learning intentions and success criteria that can be related to student learning
- Identification of the best ways to feedback to different ability groups of students
- How and when students will be able to reflect upon their own progress
- Awareness of errors / misconceptions of multiple students.

When looking at students' work, teachers should be considering the following:

- What does this tell me about the gaps in the students' learning?
- What are the groups' strengths and areas for development?
- What are the individual strengths and areas of development?
- What do I need to do to close the gaps in learning?
- When comparing to other groups, what does this tell me about how I am teaching?

The answers to the above should then be used to inform planning of the following lesson(s).

Visualiser feedback

The visualiser can be used to provide feedback in a number of different ways, such as:

- Showing a student's work that models best practice
- Deconstructing a piece of work to model different elements, strengths or weaknesses
- Live marking of a piece of work
- Modelling responses or technique

Use of the visualiser should always be combined with opportunity for students to review and improve their own work in light of the feedback provided using the visualiser.

Feedback using low stakes quizzing and questioning

Quizzing or retrieval practice can have a significant impact on long term memory retention and should be seen as an integral part of the learning process. Low stakes quizzes are quizzes where trying to remember the answers is the most important thing and not the end score, as research shows that your memory is strengthened when you think hard and try to remember things. Low stakes quizzing should be completed every lesson via the Do Now and Show Me questions as they provide an accurate picture of current progress as well as providing instant feedback on what

students have or have not learnt. Do Now tasks should include questions about the current topic as well as previous learning.

Do Now quizzes should be completed at the start of every lesson. Whilst students are quizzing, teachers should walk the classroom and identify the following:

- What are the gaps?
- Which students are struggling?
- Are the students that are struggling finding the answers by looking at previous learning in their exercise book / knowledge booklet / revision guide?
- What are the common errors and misconceptions?
- Are the students that have finished early self-checking their work using the notes in their exercise book / knowledge booklet / revision guide?

When marking the Do Now quiz, teachers should provide answers and:

- Use information gathered from walking the classroom to inform feedback
- Use positive narration to praise students' efforts
- Reward success by giving e-praise points where students have demonstrated independence, resilience and determination
- Ensure that all students have marked their own answers in green pen

After marking the Do Now quiz, teachers should take the opportunity (if appropriate) to tackle errors / misconceptions:

- Ask students for any additional answers that were not discussed during feedback
- Ask students to highlight areas where further clarification is required which may be tackled in the lesson (if needed before moving on) or in future lessons.
- Promptly address misconceptions / errors by modelling the thought process or providing additional support
- Give additional practice opportunities, if required
- Reiterate the various revision strategies and demonstrate how to use these to ensure effective retrieval.

If gaps in knowledge or misconceptions are identified during the Do Now, the teacher should use this information to feed into planning of subsequent lessons.

Active circulation

The aim of the teacher circulation is two-fold:

1. To ensure that all students are adhering to the high standards of presentation, are on task and are working hard. Teacher circulation can and should be completed at various times during the lesson with the first one being completed whilst students are completing the starter quiz. After introducing the Do Now, teachers should stand still at the front of the classroom (Pastores Perch) to ensure that all students have begun and then begin active circulation.
2. To provide timely feedback to students. Verbal feedback is directly linked to student progress as it is instant, personal and focused allowing students to improve their work straightaway. Verbal feedback during deliberate practice is essential to ensure mistakes/errors do not become embedded into their practice. Teachers should use deliberate practice time to complete active circulation of the classroom to look for errors / misconceptions / knowledge gaps in students' work. Some students will require quick feedback that indicates that they are on the correct path, whereas other students will need longer feedback to support improvement.

**teachers to use the 3:30:30 rule during active circulation.

Where issues are identified in a number of students' work, the class should be stopped and
at this point, teachers should reteach/clarify the issue with the whole class and ask the students to correct their work. Once corrected, teachers should repeat, *very briefly,* the task and time limit and give a clear signal to restart.

At the end of the task, teachers should:

- Use observations made in class to address errors/misconceptions when giving whole-class feedback. Where knowledge gaps are evident, students need to be directed to specific learning to close these gaps.
- Choose to set a homework task relevant to the error/misconceptions
- Showcase students' work using the visualiser/reading the work to show examples of best practice or to provide further guidance on errors.

Written feedback

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.
- Teachers must not correct mistakes made by students. Teachers should explicitly tell students the mistakes and provide time for students to correct them.
- 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. The student should be working harder than the teacher when actioning written feedback.
- 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 Do Now questions 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 activity.

Spelling punctuation and grammar (SPAG)

With marks at GCSE being awarded for spelling, punctuation and grammar it is essential that work is checked 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 can be used to ensure that students understand the corrections that are required.

Sp spelling
// new paragraph
Gr grammar

Whole class feedback sessions following an assessment

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

1. Evidence gathering

Teachers take in students' work and look through all pieces to identify the following:

- What went well/even better if
- Commonly misspelt words
- Common mistakes
- Common errors to address
- Successful student work to be shown on the visualiser
- Students needing individual support

- Presentation issues

Sharing findings

a) With subject teachers during departmental meetings

The feedback proforma provides teachers with a useful mechanism to record essential information that can be used to feed into planning sessions allowing teachers to compare common student errors and mistakes. This information can then be used to inform future planning and reviews of SOW, knowledge organisers and shared resources.

b) With students

The feedback session will always have the same structure and include the following elements:

- Use a green coloured pen when editing and re-writing their work.
- Positives: the teacher can use this to praise students and highlight the elements that were done well as well as discuss with students the areas they will need to continue working on to improve their future practice.
- Successful student work to be shown on the visualiser: the teacher will use identified students' work to show on the visualiser. If necessary it can be unnamed, however we should promote the celebration of successful work as regularly as possible. This can be used to model the expected outcome and peer-assessment. Students are then to use this model and peer and whole class feedback to self-assess their own work.
- Students needing individual support: students who need individual support/feedback should be identified and when students are on task improving their own work then the teacher can provide individual support/feedback to these students. Teachers should also provide individual feedback to students where work is incomplete or where there are presentation issues.
- Common errors / misconceptions to address: depending on the error/misconception the teacher will either use this information to either provide clarification and deliberate practice during the feedback lesson or use it to inform future planning.
- Tips: what students can specifically do to improve their work.
- Commonly misspelt words: the teacher will provide the whole class with a list of commonly misspelt words. The students then reread their work and correct the spellings. The teacher could use this list of words as a learning homework to be tested in future lessons.
- Explicit reteaching: the teacher will decide what needs to be recapped / retaught now and they will address these areas through explanation, modelling and questioning opportunities.
- Time for students to complete deliberate practice is designed to enable students to practise the identified issue before improving their work.

Expectations for feedback sessions

It is essential for students to spend time reflecting on and actioning improvements. Feedback sessions should be purposeful and students should be working on their own in silence. This time will also allow the teacher to circulate and provide individual feedback for identified students.

The purpose of a feedback session is to provide the following:

- Re-teaching and correcting of common errors and areas of weakness
- Opportunity to correct misconceptions and gaps in learning
- Timely feedback
- Development of a student's ability to self-assess
- Verbal feedback to the whole class and individuals
- Time to reflect, consider and action next steps
- More effective teacher led feedback
- Feed into collaborative shared resources to support further planning of future curriculum planning and SOW

Feedback form to be used on GREEN paper only

Positives to share:
Misconceptions or common errors:
Tips:
Spelling and grammar: