



1. Introduction

At Lawnside Academy, we believe that high-quality feedback is one of the most effective strategies for improving pupil outcomes. Feedback is an integral part of excellent teaching and enables pupils to understand what they have done well, identify misconceptions and know how to improve.

This policy reflects evidence-informed practice, including guidance from the Education Endowment Foundation (EEF), and aligns with current Ofsted expectations. It promotes feedback approaches that are meaningful, manageable and motivating, whilst supporting staff wellbeing and reducing unnecessary workload.

The purpose of this policy is to ensure that:

- Feedback contributes directly to improved learning and progress.
 - Teachers use professional judgement to determine the most effective feedback methods.
 - Pupils are actively involved in improving their work.
 - Feedback practices remain sustainable and manageable for staff.
 - Time is prioritised towards responsive teaching rather than excessive written marking.
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2. Aims

This policy aims to:

- Improve pupils' attainment and progress through effective feedback.
- Ensure feedback is timely, purposeful and acted upon.
- Develop pupils as reflective and independent learners.
- Address misconceptions quickly and effectively.
- Promote consistency whilst allowing professional autonomy.
- Minimise unnecessary workload associated with marking.
- Ensure monitoring focuses on impact rather than compliance.

3. Principles of Effective Feedback

At Lawnside Academy, effective feedback:

- Is part of the teaching process rather than a separate activity.
- Focuses on the learning rather than the learner.
- Is specific, clear and actionable.
- Helps pupils understand how to improve.
- Encourages effort, resilience and independence.
- Identifies and addresses misconceptions.
- Enables teachers to adapt future teaching.
- Results in visible improvement in learning.

The impact of feedback is judged by pupil response and improved learning outcomes, rather than the amount of written evidence in books.

4. Ofsted and Feedback

Lawnside Academy recognises that Ofsted does not prescribe any particular frequency, volume or type of marking.

Inspectors will not expect to see:

- Extensive written comments in every book.
- Specific marking codes beyond those adopted by the school.
- Evidence of feedback for every lesson.
- Written records of verbal feedback.

The effectiveness of feedback will be evaluated through its impact on pupils' learning, understanding and progress.

5. Teacher Workload and Wellbeing

The school is committed to implementing feedback practices that are sustainable and support staff wellbeing.

Staff are not expected to:

- Mark every piece of work.

- Provide lengthy written comments.
- Conduct written dialogue with pupils.
- Use excessive marking codes.
- Produce evidence solely for monitoring purposes.
- Record all instances of verbal feedback.

Instead, staff should prioritise:

- High-quality teaching.
- Responsive classroom practice.
- Timely intervention.
- Addressing misconceptions during lessons.
- Planning effective next steps in learning.

6. Feedback Approaches

A range of feedback approaches may be used depending on the age of pupils, subject content and intended learning outcomes.

6.1 Live Feedback

Live feedback is the school's primary feedback approach.

This takes place during learning and may include:

- Verbal feedback.
- Questioning.
- Modelling.
- Guided practice.
- Re-teaching.
- Clarification of misconceptions.
- Additional challenge.
- Use of mini-whiteboards.
- Observation of learning.
- Discussion with individuals or groups.

Benefits include:

- Immediate intervention.
- Rapid correction of errors.
- Increased pupil engagement.
- Reduced misconceptions becoming embedded.
- Greater opportunities for challenge.

Evidence may be seen through:

- Improved pupil responses.
- Editing and redrafting.
- Corrections made during lessons.
- Progress within a lesson.
- Subsequent work.

Teachers are not required to leave written evidence of live feedback.

6.2 Summary Feedback

Summary feedback takes place at the end of a lesson or learning sequence.

This may include:

- Whole-class feedback.
- Review of common misconceptions.
- Class discussions.
- Quizzes.
- Retrieval activities.
- Self-assessment.
- Peer assessment.

Summary feedback enables teachers to identify strengths and areas requiring further teaching.

6.3 Feedforward

Feedforward occurs when teachers use assessment information to plan future learning.

This may involve:

- Revisiting misconceptions.
- Additional practice.
- Small-group intervention.
- Challenge activities.
- Targeted questioning.
- Adjusting future lessons.

The next lesson may therefore differ from original planning to meet pupil needs.

6.4 Summative Assessment Feedback

Summative assessment may be used:

- At the end of a unit.
- At key assessment points.
- Following statutory assessments.
- To evaluate curriculum effectiveness.

Examples include:

- End-of-unit tests.
- Quizzes.
- Practical assessments.
- Application tasks.
- Standardised assessments.

Assessment outcomes are used to inform future planning and intervention.

7. Verbal Feedback

Verbal feedback forms a significant part of classroom practice.

It may be delivered:

- Individually.
- In small groups.
- To the whole class.

Verbal feedback may:

- Reinforce success.
- Clarify expectations.
- Address misconceptions.
- Extend learning through questioning.
- Encourage reflection and improvement.

Teachers are not expected to write "VF" or record verbal feedback routinely.

8. Written Feedback

Written feedback should only be used where it is the most effective way of moving learning forward.

Written feedback should be:

- Concise.
- Purposeful.
- Easily understood by pupils.
- Appropriate to age and ability.

Written feedback may include:

- Highlighting success.
- Identifying an error or misconception.
- Directing pupils to improve or edit.
- Setting a challenge.
- Providing a short improvement prompt.

Extensive written comments are not expected.

9. Self-Assessment

Pupils should have regular opportunities to evaluate their own learning.

This may include:

- Reviewing success criteria.
- Proofreading.
- Editing.
- Reflecting on learning.
- Correcting errors.
- Reviewing assessment outcomes.

Self-assessment helps pupils develop independence, ownership and responsibility for their learning.

10. Peer Assessment

Peer assessment may be used when appropriate.

Activities may include:

- Reviewing success criteria.
- Discussion of learning.
- Identifying strengths.
- Providing improvement suggestions.
- Checking answers.
- Collaborative editing.

Teachers will model effective peer feedback to ensure it remains constructive and supportive.

11. Presentation Expectations

Pupils are expected to:

- Take pride in their work.
- Present work neatly.
- Respond positively to feedback.
- Correct errors when identified.
- Complete improvement tasks to the best of their ability.

Dedicated time may be provided for pupils to reflect upon and respond to feedback.

12. Roles and Responsibilities

Teachers

Teachers will:

- Use assessment information to inform teaching.
- Provide effective and proportionate feedback.
- Address misconceptions promptly.
- Use professional judgement when selecting feedback approaches.
- Ensure pupils are given opportunities to improve their work.

Teaching Assistants

Teaching assistants will:

- Support pupils through verbal feedback and guidance.
- Identify misconceptions during learning.
- Communicate assessment information to teachers.
- Promote pupil independence.

Senior Leaders

Senior leaders will:

- Support consistent implementation of this policy.
- Monitor impact on pupil outcomes.
- Ensure feedback systems remain manageable.
- Promote staff wellbeing.

Pupils

Pupils will:

- Listen and respond to feedback.
- Reflect on their learning.
- Complete corrections and improvements.
- Take increasing responsibility for their progress.

13. Monitoring and Evaluation

The implementation of this policy will be monitored through:

- Learning walks.
- Lesson visits.
- Professional dialogue.
- Work scrutiny.
- Pupil voice.
- Assessment outcomes.

Monitoring will focus on:

- Quality of learning.
- Impact on progress.

- Consistency of expectations.
- Pupil understanding.
- Workload implications for staff.

Leaders will not monitor for compliance with a particular volume or style of marking.

14. Impact

The successful implementation of this policy will result in:

- Strong pupil progress across the curriculum.
 - Improved pupil understanding.
 - Swift identification of misconceptions.
 - Increased pupil independence.
 - Effective use of assessment information.
 - High-quality teaching.
 - Reduced unnecessary teacher workload.
 - Sustainable feedback practices that support staff wellbeing.
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Appendix 1

Feedback and Marking Guide

Code/Symbol	Meaning
✓	Learning objective achieved / correct
•	Review, correct or improve
C	Challenge
I	Independent work
AS	Adult supported
SC	Self-corrected

Note: Teachers may use additional age-appropriate symbols where beneficial. There is no requirement to record verbal feedback.

Document Control

Version	Date	Author	Changes Made	Approved By	Approval Date	Review Date
3	September 2026	C. Johnson	Full policy review. Updated in line with current Ofsted expectations, EEF principles, teacher workload guidance and live feedback approaches. Removed outdated remote learning procedures.	Governing Board	September 2026	September 2028
2	November 2021	C. Johnson	Introduced strategic minimal marking approach.	Governing Board	November 2021	November 2024