Atlantic Academy

Feedback Policy 2026/2027

Version control	
August 2026	Addition of foundational knowledge references
Version Control reference Feedback Policy 2025/26	No amendments
Version Control reference Feedback Policy 2024/25	AfL strategies added Update of all appendices References
Version Control reference Feedback Policy 2023/24	Amendments to 'Written' paragraph

Date of next review:	September 2027	Owner:	Vice Principal
Type of policy:	Academy Strategy	Approval level:	Principal

Rationale

At Atlantic, we aim for all feedback given by a teacher to students about their performance to improve learning; this is a central part of a teacher's role and is integral to progress and attainment. There are many effective ways of providing feedback to students, and our Academy strategy supports the 'whole class feedback' approach which has been proven to have significant impact on progress compared to more onerous methods.

"Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the pupils; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which pupils are owners of their own learning,"

Dylan Wiliam, Embedded Formative Assessment

We are conscious of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is therefore underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- provide specific guidance on how to improve and not just tell pupils when they are wrong

The studies of feedback reviewed in the Teaching and Learning Toolkit produced by the EEF, Sutton Trust and Durham University found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of one year.

Notably, the Department for Education's research into teacher workload has emphasised that written marking is a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking.

It is our belief that feedback is most effective when precise, clear, and actionable guidance is given about how to move forward with learning. Feedback should be provided as responsively and frequently as possible. Teachers should maximise pre-emptive teaching to prevent frequent errors and common misconceptions, provide the necessary information for responsive adjustment in teacher instruction, and should address knowledge gaps by providing detailed information about the learner's performance relative to learning goals.

Principles of Feedback

Teacher feedback is an area of teaching and learning that is a central priority for teachers as is often associated with improving student attainment. Done well, it supports student progress, building learning, addressing misunderstandings, and thereby closing the gap between where a student is and where the teacher wants them to be. This process is a crucial component of high-quality teaching, however we recognise the 'opportunity cost' associated with teacher feedback and workload. Accordingly, this strategy is based on the following principles:

- Feedback is not onerous and takes into account teacher workload to allow more time to be spent on planning and resourcing.
- Feedback is high quality, not high quantity and is only one method of providing feedback; it should happen when it is needed to promote further learning.
- Feedback almost always requires students to do something to improve or develop their work.
- Verbal feedback is powerful and impactful; much of our daily pedagogy consists of verbal formative feedback. Verbal feedback has the strength of being instantaneous in comparison to the delay of written feedback. Regardless of what teaching and learning activity is being undertaken, verbal feedback is integral to learning and progression.

Feedback Type and Frequency

Students will receive feedback in different forms; teachers will use their professional judgement to decide which method is most effective to engage students to act on their next steps. Feedback methods within a lesson and across a series of lessons will include:

- verbal feedback (whole-class, small groups, one-to-one)
- written feedback
- self and peer feedback

Aims of Feedback

- To help students make progress.
- To provide strategies for students to improve.
- To give students dedicated time to reflect upon their learning and put in effort to make improvements
- To inform our planning and structure the next phase of learning.
- To encourage a dialogue to develop between student and teacher.
- To encourage students to have a sense of pride in their work and presentation.
- To identify and address mistakes and common misconceptions.
- To develop students' ability to accurately self-assess and become self-regulated learners.

Seven Guidance Points

When checking students' work, the teacher should focus on and record the following aspects:

- Foundational knowledge
- misconceptions
- presentation of work
- concerns (knowledge, missing/incomplete work, effort)
- literacy (spellings x3)
- show call (praise)
- Evidence of Improvement tasks/next steps

The format for recording this information is decided by each individual teacher.
An example of an Evidence of Improvement slide is shown in Appendix 1

Mistakes vs. Errors/Misconceptions

Most studies make a distinction between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error' or misconception, which occurs when answering a question about something that a student has not mastered or has misunderstood. When checking work, it is recommended that in general teachers respond to these using two different approaches via whole class feedback (or individually, as appropriate); a mistake should be highlighted but not corrected – the student(s) should self-correct, and an error should be highlighted but the teacher (or another student) should provide the correction in this instance.

Literacy (Appendix 3)

The same principle regarding the mistakes and errors distinction applies to literacy. Key areas of literacy to address include:

- capital letters
- punctuation (full stops, commas, questions marks)
- spelling of key words (tier 3 vocabulary)
- repeated/several class errors in tier 1 and 2 vocabulary

It may not be possible to correct every literacy error in a piece of work, and indeed to do so would likely be disheartening for the student, so it is recommended that only major errors are identified if there are many. Common spelling errors should be identified in the Evidence of Improvement session, with students writing the correct spelling three times for reinforcement. A form of 'selective' marking, relevant particularly to literacy-related subjects, is to identify all types of errors within a limited section of work, or only certain types of errors in all the work. Literacy-heavy subjects may wish to add other areas to this list relevant to their subject.

What does feedback look like at Atlantic Academy?

Reception - KS2

Live Feedback

- Live feedback should be given **each lesson**, where the teacher circulates and checks students' books.
- Checks should be made for: presentation of work (refer to presentation policy), quality, quantity and understanding.
- Common misconceptions and errors in the lesson should be identified and addressed using 'Show Call' with the visualiser.
- Teachers should identify errors in exercise books and students should respond by making corrections in purple pen. Yellow highlighters for work to celebrate under the visualiser and green highlighter for any immediate actions.
- Where pupils' work does not meet presentation expectations, there will be evidence of improvement.

Written

- Teachers are required to check books daily for presentation, quality, quantity and common errors/misconceptions in the subject, as well as literacy errors related to specific content of the lesson.
- In English, within extended pieces of writing, a genre snippet will be used and work assessed against the genre snippet.
- Teachers should do these checks following the seven guidance points: misconceptions, presentation, concerns, literacy, show call (praise), Evidence of Improvement tasks.
- The focus of the checking should be on misconceptions and knowledge, and how this can be corrected.
- Where green pen has been used by the teacher, there should be evidence of improvements by the pupil.
- Where pupils' work does not meet the expectations of the presentation policy, there will be evidence of improvement.

Peer

- Peer feedback should take place in lessons, with the use of a purple pen.
- In order to ensure accuracy and quality, the teacher should first model the process of assessing a piece of work to students.
- Students should be able to articulate what went well (WWW) and what could be done to improve the work – even better if (EBI) – using the given criteria/mark schemes (formative peer assessment), and may include reinforcing learning or correcting misunderstandings.
- Students should have clear examples and criteria/mark schemes to support.
- A sample of peer-assessed work should be shared and discussed afterwards for moderation purposes.
- The aim is for the students (the learner and the assessor) to consolidate their understanding of the criteria and to move them both forward in their learning.
- The process should be clearly led and modeled by the teacher, and students will have clear criteria/mark schemes to support.

Self

- Where appropriate, pupils work through a model answer/solution alongside their teacher in their books using a purple pen.
- Self-assessment should take place in lessons with use of purple pen including the use of IAC (independent, adult, collaborative) to indicate the level of support within the lesson.
- Pupils must self assess against the title/learning objective through the use of a tick or dot as per the

presentation policy.
- There should be evidence of this in **every** lesson.
- The process should be clearly led and modeled by the teacher, and students will have clear criteria/mark schemes to support.
- Where answers are incorrect they should be reworked correctly in purple pen showing an alternative method where required.
- Students should have clear examples and criteria/mark schemes to support.
- Students should be able to articulate what went well (WWW) and what could be done to improve the work – even better if (EBI) – using the given criteria/mark schemes (formative self-assessment).
- The aim is for the learner-assessor to consolidate their understanding of the criteria and to move forward in their learning.
- In order to ensure accuracy and quality, the teacher should first model the process of assessing a piece of work to students.

KS3

Verbal – 'Mark Live'

- Verbal feedback should be given **each lesson**, the expectation is a minimum of 20 minutes of focused work during which the teacher circulates and checks students' books.
- Checks should be made for: presentation of work, quality, quantity and understanding – initial the page as seen.
- Common misconceptions and errors in the lesson should be identified and addressed using 'Show Call' with the visualiser.
- In addition, teachers should record errors they identify in their feedback logbook/notes to inform planning and address in future lessons.

Written

- There is no expectation that every piece of work students complete will receive written feedback. As an academy we are keen to embrace a sensible and realistic approach to workload and the marking burden – this does not mean that we have a "no marking" approach.
- Teachers are required to check student books/booklets **each unit** (this includes homework): **twice per unit for subjects/year groups with 5 or more lessons per fortnight, and once per unit for 4 lessons or less per fortnight.** Focus on the overall quality of work using the seven guidance points for specific areas to evaluate.
- These checks should take approximately 30-45 minutes per class set.
- Teachers should do these checks following the six guidance points: misconceptions, presentation, concerns, literacy, show call (praise), Evidence of Improvement tasks.
- Teachers should use their feedback logbook to record the areas to be addressed as **whole class feedback** in the next lesson, as appropriate. Teachers may include additional areas to be addressed if necessary.
- The focus of the checking should be on misconceptions and knowledge, and how this can be corrected.
- Teachers may set this out in any format they wish in their notes/logbooks, provided that the entry is dated and includes class name information.
- Teachers should initial and date the student book to indicate that it has been seen, no other comments are required in the student exercise books. Teachers should use green pen.
- As often as possible, students should also be issued with teacher-produced model answers and peer

exemplar answers to stick in books as part of the feedback process and Evidence of Improvement tasks.

Peer

- Peer feedback should take place in lessons, with use of purple pen. This includes weekly low-stakes quizzes (summative peer assessment).
- In order to ensure accuracy and quality, the teacher should first model the process of assessing a piece of work to students.
- Students should have clear examples and criteria/mark schemes to support.
- Students should be able to articulate what went well (WWW) and what could be done to improve the work – even better if (EBI) – using the given criteria/mark schemes (formative peer assessment), and may include reinforcing learning or correcting misunderstandings.
- A sample of peer-assessed work should be shared and discussed afterwards for moderation purposes.
- The aim is for the students (the learner and the assessor) to consolidate their understanding of the criteria and to move them both forward in their learning.
- Individual subject areas should devise a standardised process to ensure consistency across different teachers.

Self

- Self-assessment/marking should take place in lessons, with use of purple pen. There should be evidence of this each lesson. This includes weekly low- stakes quizzes.
- In order to ensure accuracy and quality, the teacher should first model the process of assessing a piece of work to students.
- Students should have clear examples and criteria/mark schemes to support.
- Students should be able to articulate what went well (WWW) and what could be done to improve the work – even better if (EBI) – using the given criteria/mark schemes (formative
- self-assessment).
- A sample of self-assessed work should be shared and discussed afterwards for moderation purposes.
- The aim is for the learner-assessor to consolidate their understanding of the criteria and to move forward in their learning.
- Individual subject areas should devise a standardised process to ensure consistency across different teachers.

KS4

Same as above, plus:

- Teachers will mark exam questions (homework, classwork), but self-marking and peer marking in purple pen is also acceptable.
- Where appropriate, KS4 work should be graded – we would expect this to be at least once per half term. Evidence of Improvement tasks are essential when a grade is awarded to a piece of work to enable students to further improve their work and not focus solely on a grade. Formative feedback comments should also be shared (either individually or whole class, as appropriate)

Evidence of Improvement

This is the action that closes the feedback loop and impacts most on student progress. Acting on feedback is not effective when students simply repeat or reform the formative comments from the teacher; it does not reshape their learning or allow a student to show their understanding of the teacher feedback. Acting on feedback is most effective when students physically develop/correct, add to or redraft work.

Students must be given time in class to improve their work based upon the areas identified and recorded in the feedback logbook after each cycle.

- Teachers should share with the class the areas identified (seven guidance points - omit concerns); this should normally be in the form of a PowerPoint slide. The focus and majority of time should be spent on misconceptions/knowledge and tasks linked to this.
- Evidence of Improvement (i.e. student response to the areas identified) must be explicit in exercise books - e.g. staff may print the slide (reduce size) for each student to stick in exercise books. Where subjects use booklets only, they should include a blank template for students to complete.
- Subject areas may decide on the format of Evidence of Improvement, but it must include the seven guidance points and there must be a consistent approach within the department and detailed in the departmental feedback strategy.
- Students should use purple pens to complete improvement work, including corrections made to an existing piece of work.
- Evidence of Improvement tasks are decided by the class teacher, some examples include answering an essay question, redrafting a piece of work with corrections/improvements, completing an exam question or gap-fill exercises. This may take up more than one slide.
- The teacher may decide how long is appropriate to spend on the feedback lesson, this could be from 15 minutes up to the entire lesson.
- This should normally take place in the lesson after books have been checked (there should therefore be evidence of this at least once per unit depending on subject/number of lessons).
- The teacher should drill corrections with students and carry out a short test/quiz to check for understanding – for students that have not made those specific errors; it is an opportunity for consolidation.
- Evidence of Improvement tasks can be checked immediately through ‘marking live’, verbal responses, self-correction and through additional checking during the next feedback cycle if necessary.

Standards and Expectations of Presentation

Presentation of work is important. Students must always take pride in their work and look after their exercise books, because:

- The process of presenting work will help students to organise their thoughts and learn more easily.
- Revising from neat organised work is quicker, easier, and more effective.
- Students will learn more and be able to present their ideas to a higher standard in assessments.
- Students are developing an essential skill for life.

Please ensure students adhere to the following Atlantic academy presentation guidelines.

- Always take pride in their work and complete it to the best of their ability.
- All work should have a date and a title. Students write:
    - All students from Year 3 onwards should write the date in full e.g. Monday 1st July 2024
    - Write the title in the centre
    - All underlined with a ruler

- All written work should be in blue or black pen (please note: coloured fine liners, highlighters or purple pens for corrections may be used. EY/KS1 to use pencil.
- Handwriting should be as neat and legible as possible.
- Drawings/diagrams should be in pencil unless directed by the teacher.
- Mistakes should be crossed out neatly with a ruled single line.
- Evidence of improvement (EOI) tasks and any marked piece of work which is followed by a question should be completed/responded to in purple pen.
- All worksheets and assessments must be cut to fit the page and glued flat into exercise books neatly and in chronological order where possible.
- There should be no graffiti on any student work

Assessment for Learning (AfL)

From the beginning to the end of the lesson, it is essential to continuously check for understanding and address misconceptions before progressing. When misconceptions are identified, they should be promptly addressed either immediately or in subsequent lessons through targeted activities designed to correct these misunderstandings.

At Atlantic Academy, we have have a clear focus and consistent approach in using the following AfL techniques as an integral part of our teaching:

- Mini White Boards (MWB)
- RaG Cards
- Cold calling
- Socratic questioning
- Think-Pair-Share
- Live Marking (See above in 'Feedback type and frequency')
- 'Show call' - Share student work under visualiser

These techniques are strategically planned for use at the most important times of lesson delivery.

Mini-White Boards (MWB)

Checking of understanding on mass in seven simple steps

- Ask a retrieval question and set a time limit
- Circulate the room - No opt out
- Students hover MWB face down when they have the answer
- Start from the back '1-2-3 show me' middle then front
- Look at the answers of the weakest students first
- Showcase excellent MWB use
- Address misconceptions before moving on

Cold Calling

Cold calling is used to ensure that all students are actively involved in retrieval practice and that they are held accountable for their understanding and participation.

Socratic Questioning

Open questions are used to probe a response and lead to thinking more deeply after a closed questions (cold calling) or AfL task. Socratic questioning is used to challenge a student's original answer using five progressive steps in which teachers ask students to:

- Classify their thinking
- Challenge their assumptions and provide evidence
- Consider alternative viewpoints
- Explore implications
- Question the question

Think-Pair-Share (TPS)

Teachers use the Think-Pair-Share (TPS) technique to enable students to practise and refine their ideas before presenting them. The most crucial element of this approach is providing students with silent time to think. Subsequently, specific students are selected to respond strategically, ensuring that all students participate without the option to opt out.

Show call

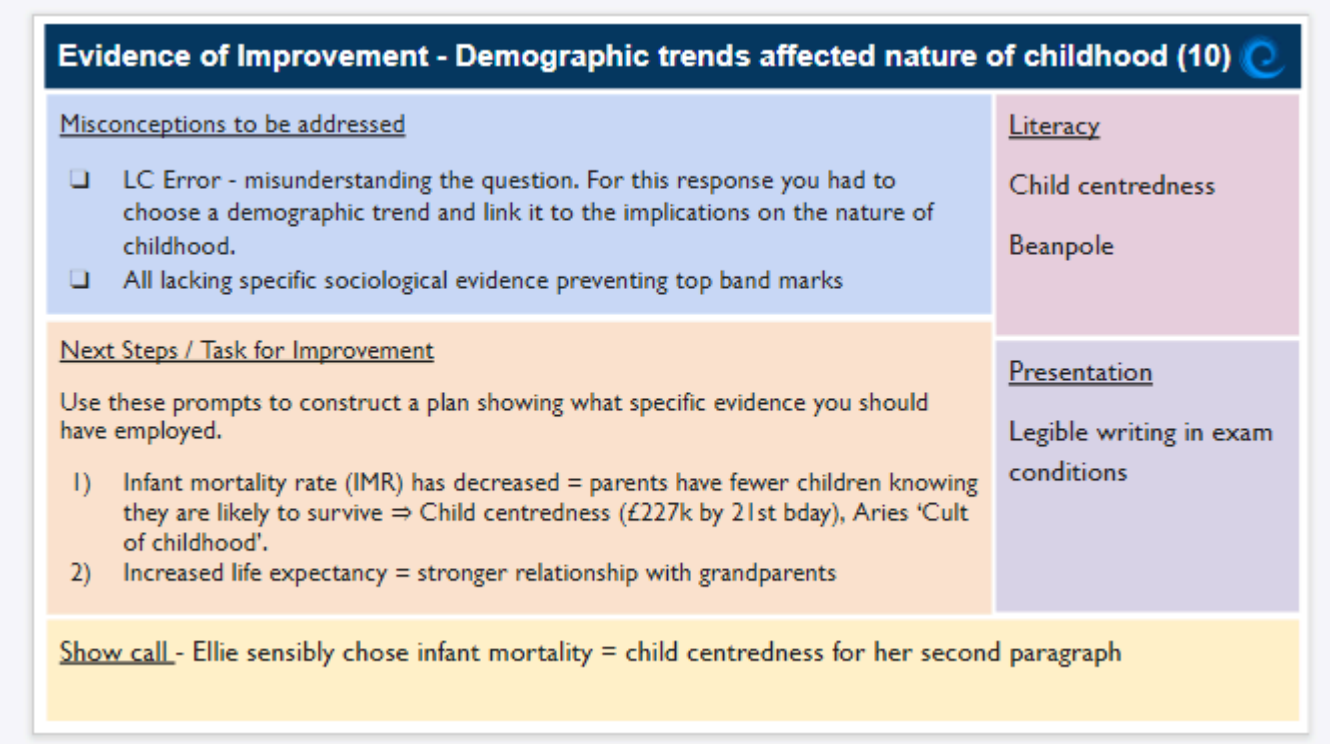
Teachers identify examples of outstanding work or work which demonstrates a misconception and use the visualiser to share this work with the rest of the class to allow students to make improvements to their own work using purple pen.

Feedback and Summative Assessment

All students will complete end of topic assessments – each subject will assess students at regular intervals throughout an academic year. The timings of these assessments will be appropriate for that subject and taken at the end of each topic. All students will also sit either end of year or mock examinations, assessing the content from that year's (or key stages) academic subject curriculum. After each assessment, students will receive detailed feedback from their teacher about their performance which will often include a 'pause lesson' where students discuss and correct their answers as guided by their teacher.

Further details are outlined in our Assessment Strategy.

Appendix 1 - Exemplar Evidence of Improvement (EOI) Slide



Evidence of Improvement - Demographic trends affected nature of childhood (10)

Misconceptions to be addressed

- ❑ LC Error - misunderstanding the question. For this response you had to choose a demographic trend and link it to the implications on the nature of childhood.
- ❑ All lacking specific sociological evidence preventing top band marks

Literacy

Child centredness

Beanpole

Next Steps / Task for Improvement

Use these prompts to construct a plan showing what specific evidence you should have employed.

1) Infant mortality rate (IMR) has decreased = parents have fewer children knowing they are likely to survive ⇒ Child centredness (£227k by 21st bday), Aries 'Cult of childhood'.
2) Increased life expectancy = stronger relationship with grandparents

Presentation

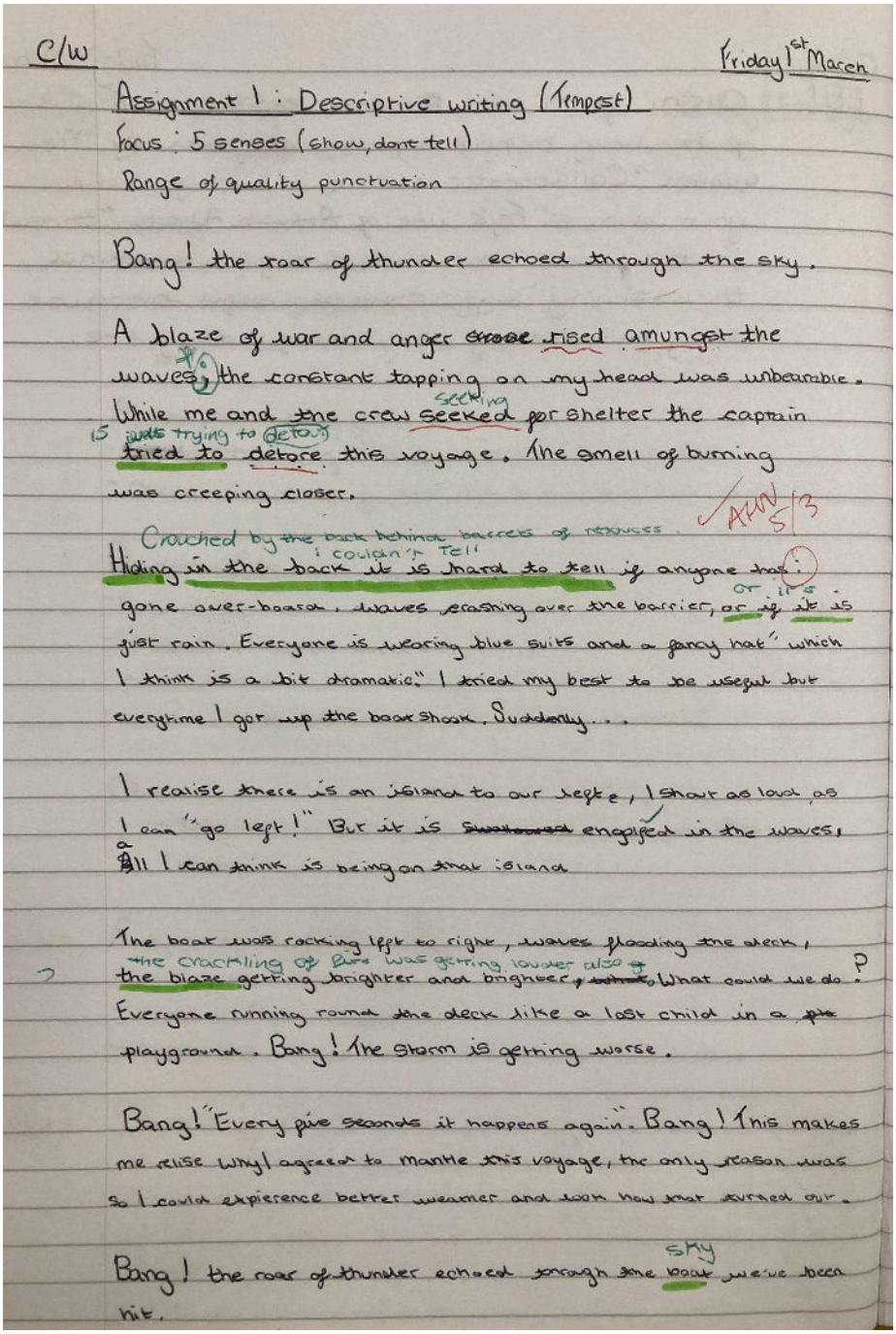
Legible writing in exam conditions

Show call - Ellie sensibly chose infant mortality = child centredness for her second paragraph

Appendix 2 - Literacy Guidance

Code	Explanation	Suggested feedback task
sp	Spelling error	Correctly write out the spelling 3 times
//	New paragraph	Paragraphing task after explanation of its usage.
vc	Vocab choice (use correct terminology/ too colloquial)	Student to replace the word with a stronger vocab choice
__	Punctuation or capital letter error	Correct your punctuation errors E.g. Add in your capital letters for start of sentences and names Add in your sentence demarcation to make your writing clear
^	Something is missing	Revisit and correct such that your work is correct in full or makes sense.
?	This isn't clear	Revisit and reword so that your ideas are expressed clearly
✓	Good work	See below
No technical errors?		Stretch and Challenge → What high level vocabulary can be used to improve the response? → Can the Word of the Week be incorporated or used correctly in context?

Appendix 3 - Subject example for English



C/W

Friday 1st March

Assignment 1 : Descriptive writing (Tempest)

Focus : 5 senses (show, dont tell)

Range of quality punctuation

Bang! the roar of thunder echoed through the sky.

A blaze of war and anger ~~arose~~ rised amunget the waves, the constant tapping on my head was unbearable. While me and the crew seeked for shelter the captain tried to detore this voyage. The smell of burning was creeping closer.

Crouched by the back behind barrels of recovers. I couldn't Tell

Hiding in the back it is hard to tell if anyone has gone over-board, waves crashing over the barrier, or if it is just rain. Everyone is wearing blue suits and a fancy hat which I think is a bit dramatic. I tried my best to be useful but everytime I got up the boat shook. Suddenly....

I realise there is an island to our left, I shout as loud as I can "go left!" But it is ~~swallowed~~ engulfed in the waves, all I can think is being on that island

The boat was rocking left to right, waves flooding the deck, the blaze getting brighter and brighter, ~~what~~ the crackling of fire was getting louder also. What could we do. Everyone running round the deck like a lost child in a ~~the~~ playground. Bang! The storm is getting worse.

Bang! Every five seconds it happens again. Bang! This makes me relise why I agreed to manne this voyage, the only reason was so I could experience better weather and look how that turned out.

Bang! the roar of thunder echoed through the boat sky we've been hit.

Appendix 4 - EEF Summary of recommendations (Teacher Feedback to Improve Pupil Learning)

Principles

1

Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality inital instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

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2

Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil*, and the collective understanding of the *class*.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

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3

Plan for how pupils will receive and use feedback



- Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

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Methods

Implementation

4

Carefully consider how to use purposeful, and time-efficient, written feedback



- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

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5

Carefully consider how to use purposeful verbal feedback



- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

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6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

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Appendix 5: Different forms of feedback



Appendix 6 - EEF Feedback More Likely to Move Learning Forward

	Feedback more likely to move learning forward			Less likely
	Task	**Subject**	**Self-regulation strategies**	**Personal**
KS3 examples	In computing, pupils have been asked to complete a series of sums where they add together two binary numbers. The teacher reviews the work and informs each pupil how many they have got correct. She asks them to revisit the questions, work out which are incorrect, and correct them.	A maths teacher notes that many pupils are not ordering their operations correctly, which they need to do across the subject. She selects an example problem to complete as a whole class before asking pupils: 'Find the problems from the last lesson where you incorrectly ordered your operations and correct them.'	Pupils in PE are trying a shot put. One throws a personal best but her following effort only reaches half the distance. The teacher asks her: 'Why do you think that attempt was less successful? What should you do differently next time?' The pupil identifies that she was holding the shot put in the base of her middle fingers for her better attempt, rather than her palm. She is asked to try again and monitor the difference.	*'You're a gifted historian—superb effort as always!'*
KS4 examples	In English literature, a teacher has read pupil essays on *An Inspector Calls* and reflected that many pupils are not including enough evidence to support their points. She shows pupils an example of a former pupil's work featuring a paragraph lacking in evidence, and another paragraph with sufficient evidence. She feeds back: 'Review these paragraphs. Can you notice the difference? Now, revisit your work, and add in evidence where you think it is necessary.'	A German teacher is reflecting on the oral mock exam that pupils have just undertaken. Some pupils failed to use the correct grammatical gender when speaking, which is required across the subject. He feeds back to some pupils: 'You need to use *der, die,* or *das* in the correct places. For the first ten minutes of this lesson, practice speaking about your part time job with your partner and correct each other when you use the incorrect *der, die* or *das*.'	A geography class are approaching their exams. They created individual revision plans at the start of term but, having just marked pupil mock papers, the teacher suspects that some pupils may only be revising the topics they are already strong in. She feeds back to one pupil who is struggling: 'Review which questions you struggled on in the mock exam. Amend your revision plan to give more priority to your areas of weakness.'	*'This is poor work—I expect better from a student of your standard'*
KS5 examples	A health and social care class are discussing the factors that contribute to disease. The teacher notes that only genetic factors are being identified and feeds back: 'The discussion is showing a rich understanding of the genetic factors, but what about environmental factors? Can you name some environmental causes of disease?'	A politics teacher is giving feedback on pupil essays on the strength of select committees in U.K. politics. Pupils were asked to include 'well-substantiated conclusions', a key skill in politics, but one pupil's essay featured a conclusion that did not match the argument in the rest of their essay. The teacher feeds back: 'Your conclusion is unsubstantiated and does not match the rest of your essay. Re-examine your argument and redraft your conclusion.'	A psychology student has submitted an essay which is of a much poorer quality than their previous attempt. The teacher asks them to consider: 'Thinking about your preparation, and with reference to the assessment objectives, what three things did you do differently this time which has resulted in a poorer outcome?' Once these are identified, the pupil will be asked to remedy these shortcomings in a redrafted essay.	*'Fantastic work—you're a born Chemist'*

As some of these examples demonstrate, it can often be challenging to clearly demarcate the difference between feedback at the task, subject, and self-regulation level. However, teachers and leaders do not need to be overly concerned by this. These types illustrate the sort of feedback that may be effective, and the lines between them may be blurred. The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self-regulation—it is less likely to be effective if it provides a general comment about the pupil's characteristics.

One Page Feedback

Atlantic Academy Feedback
Providing feedback to move learning forward

LIVE FEEDBACK

Teachers will:

- Plan ahead and know the learning journey and final outcome of the intended sequence.
- Share the goal and expected outcomes with students.
- Use assessment for learning to identify students with misconceptions early and provide specific feedback or modelling.
- Adapt tasks or provide scaffolds that will move learning forward.
- Provide opportunities for independent, repeated practice to consolidate or deepen understanding.
- Circulate the room, identifying misconceptions or opportunities to deepen learning, provisioning live feedback to move learning forward.
- Check back with students and, using a green pen, sign initials to confirm improvements have been made.
- Gather examples of excellence to spotlight as best practice and feed this back, or share with the class to prompt immediate improvement from others.
- Ensure any 'response to feedback' is completed in purple pen.

WHOLE CLASS FEEDBACK

Teachers will:

- Collect books at a point in the learning sequence where students will most benefit from Whole Class Feedback.
- Make notes, using the Academy template, of common strengths, misconceptions and identify actions for improvement for the whole class.
- Plan improvement tasks, in response to your findings, for students to act on feedback.
- Direct students to act on their feedback. Students should futile their response, Response to Feedback' and use a purple pen to complete improvement tasks.

SELF AND PEER ASSESSMENT

Teachers will utilise the following strategies:

- Marking- Self/Peer- scoring of spelling, definitions and/or concepts, with teacher guidance and support. If multiple errors are made there are clear misconceptions, they must consult the teacher.
- Evaluation- Self/Peer - evaluation using checklist criteria of paragraphs, with strong teacher guidance.
- Support- Receiving support and feedback from other students eg. through peer tutoring. This should only be used when the content is appropriate and where the teacher is confident the 'peer tutor' has the knowledge and skills to develop and enable progress of those being supported.

MARKING FOR LITERACY

Teachers will provide feedback on the students':

- Spellings of subject specific vocabulary
- Capital letters.
- End of sentence punctuation.

All response to feedback by students is completed in purple pen
All feedback given by teachers is completed in green pen

References

Willam, D (January 2011) Embedded Formative Assessment. Solution Tree Pre

Department for Education, Workload reduction taskforce: initial recommendations. Department for Education

Education Endowment Foundation, Feedback. Education Endowment Foundation