



An Daras Trust  
Igniting Curiosity Growing Capabilities

# Feedback Policy

## An Daras Multi Academy Trust

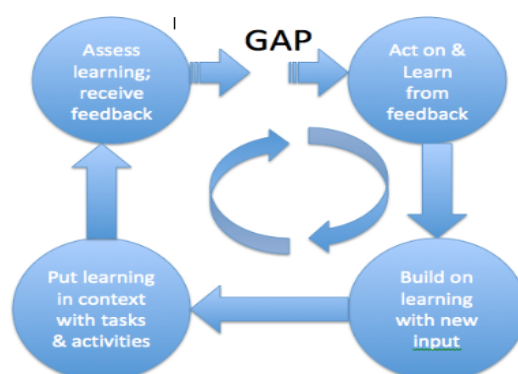
The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Status: <b>Approved</b>	
Recommended	
Statutory	No
Version	v1.0
Adopted	<b>Autumn 2018</b>
Reviewed	<b>15<sup>th</sup> October 2025</b>
Next Review v2.0	<b>October 2027</b>
Advisory Committee	ADMAT LSS Committee
Linked Documents and Policies	Inclusion Policy SEND Policy

## An Daras Multi Academy Trust Feedback Policy



- 1. Aim: The focus of feedback is to close the gap. It is integral to the assessment cycle of Plan/ Do/ Review (Plan/ Teach/ Assess).** Effective feedback aims to answer three questions asked by teacher / pupil:
- Where am I going? (What are the goals?)
  - How am I doing? (What progress is being made toward the goal?)
  - Where to next? (What activities need to be undertaken to make better progress? - breadth and depth)

An Daras Trust has considered the DFE Workload Review (2018). An Daras Trust has reviewed this Policy to ensure that its processes are manageable whilst retaining the core principle that children have quality and timely feedback on their learning.

**2. Processes:** A variety of feedback methods should be used. Feedback needs to be specific to close the gap in learning or provide feedback on the next step.

- I. **Verbal Feedback** (Appendix Six and Seven). Teachers' use well considered intervention within the lesson to prompt deeper thinking and swiftly address misconceptions. Effective questioning is used to clarify or refocus learning, as well as checkpoints and lesson adjustments.  
Verbal feedback can be given 1:1 with a pupil, on a group basis or a part of specific whole-class feedback. For younger pupils this can be noted down to record the feedback and response process.
- II. **'Light' marking.** This involves using some feedback codes during verbal feedback. This is where success is recognised but clear feedback on next steps or further extension is made clear as a group or 1:1 with pupils.
- III. **Developmental Marking.** This is where the feedback codes are used in more detail, in which incisive feedback is given to the pupil and a response from the pupil is required, through the editing process or a response to a question. Detailed written dialogue after a piece of learning is not required. Instead, assessment of learning should be used to inform the next lesson.
- IV. **Self-assessment and peer assessment** should take place throughout the learning process. Pupils will be directed to identify their own gaps in learning as well as identify their successes and pupils may need to provide prove it examples against the success criteria. Using a specific success criterion, effective peer assessment can be used to provide pupils with specific feedback.
- V. **Pupils** are actively encouraged to 'mark' their own learning based on modelled examples or from the feedback from the teacher. Pupils can provide feed-forward feedback to the teacher as verbal feedback to inform the planning, teaching and assessment cycle.

### **3. Learning Intentions and Success Criteria**

- The Learning intention must be specifically focused on the learning rather than a task or activity outcome. The Learning Intention must be shared with the pupils. Teacher must make sure that pupils understand the learning intention including any specific language.
- The success criteria must be made clear and displayed within the classroom or within pupil's books for each lesson.

**4. Procedures for Feedback:** Teacher's feedback must relate to the success of the Learning Intention and Success Criteria. It should also relate to individual pupil targets or misconceptions.

- Teachers will assess pupils' prior learning before teaching any new learning to identify the correct starting point. Teachers will use this feedback to inform the learning sequence drawing upon the Model of Learning (Appendix Five) and Rosenshine's Principles of Instruction (Appendix Six).
- The individual school must have a clear process for their feedback procedures and leaders are responsible for ensuring consistency in application across their school.
- The learning intentions and success criteria should be clear. To encourage independence older pupils may write the Learning Intentions by hand. For younger pupils, teacher should provide a small 'Learning label' (Appendix Two example) to make clear the Learning Intentions and Success criteria. This will be used in most subjects. The Learning Intentions and Success criteria will always be displayed or verbally shared. Feedback needs to be provided either through pupil 'marking' or teacher assessment.
- Teachers use a coloured pen to indicate if the Learning Intention has been met and a different colour pen to provide written feedback (Appendix One). All learning is assumed to be independent unless otherwise stated.
- The choice of feedback provided will be dependent on the learner stage and feedback level (Appendix Four).
- All pupils must receive regular feedback on their learning. Evidence of 'light' feedback by the classroom adults should be clear in learning books. There should be evidence of some specific coding feedback within learning as appropriate.
- When giving verbal feedback (VF) it should link to a focus point personal to the child's learning or the learning intention and success criteria.
- Where appropriate, feedback comments may require a response by the pupil, at an appropriate level of challenge, and must be completed by pupils.
- All teachers need to provide feedback or 'light' marking of homework.
- All written feedback is to be done in a clear legible hand aligned to the school handwriting script. Individual School Based Editing Codes will be used (Appendix Three).

### **5. Equality of Opportunity:**

- Effective verbal and written feedback must be accessible to all pupils and reflect their individual abilities.
- Teachers should use scaffolding support resources such as widgets (visual pictures) to support some/all pupils to access the learning intention and success criteria.

**6. Monitoring and Evaluation:** Monitoring of the policy will be carried out through monitoring led by the Senior Leadership Team. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

## Appendix One

Schools will have their own 'Feedback Codes'. These must be displayed in the classroom for pupils and all adults. Schools must apply these consistently. An example below.

LI Learning Intention	S The specific level of support is noted.
SC Success Criteria	VF Verbal feedback (with a focus point)
Green dot – Used to indicate incorrect answers in Maths.	Pink ticks for Maths/ Pink Underlined words– Indicate accurate learning.

## Appendix Two

Children are encouraged to be active participants in generating the success criteria in all learning sessions. The teacher will record the co-constructed criteria and display to the class.

In English lessons, children can record their own success criteria for a writing task in English and in cross-curricular writing using the class model including recording their own personal goals. Example format for schools to use:

Learning Intention:		
Success Criteria	Prove it	Self/ Peer Assessment
To . .		
To . .		

### **Appendix Three**

Schools will have their own editing codes to be used by pupil and teacher. Here is an editing codes example.

//	Start new paragraph
sp – written in the margin	Check your spelling
Wiggly line	Written under a word to improve the word / word choice
Straight line	Written under the word to show the incorrect spelling
^	Word omitted
P – written in the margin	Check your punctuation
Circle	For capital or not

In line with assessment, in the early stages of an English 'Unit' directed feedback is required within pupils writing. However, as writing is more independent feedback codes are only given in the margin to promote greater pupils' independence. During an independent task, general feedback is only recorded at the end of the learning e.g. check your punctuation.

## Appendix Four

### Matrix of Feedback for Learning

A Matrix of Feedback for Learning

Learner Stage	Feedback Level	Feeding Up: Where am I going?	Feeding Back: How am I going?	Feeding Forward: What do I have to do next?
Novice	Task	<b>Feeding Up Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Today we are learning ...</li> <li><input type="checkbox"/> Success in this task will look like...(exemplar/model)</li> <li><input type="checkbox"/> The key criteria for success are...</li> <li><input type="checkbox"/> We are looking for...</li> </ul> <b>Feedback Strategies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce complexity</li> <li><input type="checkbox"/> Use exemplars/models</li> <li><input type="checkbox"/> Identify misconceptions</li> <li><input type="checkbox"/> Use diagnostic assessment for goal setting</li> </ul>	<b>Feedback Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> You <i>have/haven't</i> met the learning intention by...</li> <li><input type="checkbox"/> You <i>have/haven't</i> met the success criteria by...</li> <li><input type="checkbox"/> Your answer/work is/isn't what we are looking for because....</li> </ul> <b>Feedback Strategies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Avoid over emphasis of error analysis</li> <li><input type="checkbox"/> Feedback must be immediate</li> <li><input type="checkbox"/> Match feedback to success criteria</li> </ul>	<b>Feed Forward Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> To fully meet the learning intention you could...</li> <li><input type="checkbox"/> Addressing the following success criteria would improve your work...</li> <li><input type="checkbox"/> Adding/removing ____ would improve your work.</li> </ul> <b>Feed Forward Strategies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use language from the success criteria</li> <li><input type="checkbox"/> Use scaffolding</li> <li><input type="checkbox"/> Feed Forward must be timely</li> <li><input type="checkbox"/> Use challenge</li> <li><input type="checkbox"/> Refer to goals</li> </ul>
	Process	<b>Feeding Up Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The key ideas/concepts in this task are...</li> <li><input type="checkbox"/> These ideas/concepts are related by...</li> <li><input type="checkbox"/> Key questions you could ask about this task are...</li> <li><input type="checkbox"/> Skills you will need in this task are...</li> <li><input type="checkbox"/> Strategies you will need in this task are...</li> </ul> <b>Feeding Up Strategies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use graphical organisers</li> <li><input type="checkbox"/> Reduce scaffolding</li> <li><input type="checkbox"/> Increase complexity</li> <li><input type="checkbox"/> Use mastery goals</li> </ul>	<b>Feedback Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Your understanding of the ideas/concepts within this task is...</li> <li><input type="checkbox"/> Your thinking about this task is...</li> <li><input type="checkbox"/> You demonstrated ____ skills to a ____ level.</li> <li><input type="checkbox"/> You used ____ strategies to a ____ level.</li> </ul> <b>Feedback Strategies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback amount can start to increase</li> <li><input type="checkbox"/> Feedback complexity can increase</li> <li><input type="checkbox"/> Use prompts or cues</li> </ul>	<b>Feed Forward Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> You could improve your understanding of ____ concepts by...</li> <li><input type="checkbox"/> Thinking further about ____ could improve your work by...</li> <li><input type="checkbox"/> You could improve your ____ skills by...</li> </ul> <b>Feed Forward Strategies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feed Forward amount can start to increase</li> <li><input type="checkbox"/> Feed Forward complexity can increase</li> <li><input type="checkbox"/> Use prompts or cues</li> <li><input type="checkbox"/> Use challenge</li> </ul>
	Self-Regulatory	<b>Feeding Up Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you use the learning intention?</li> <li><input type="checkbox"/> How could you use the success criteria?</li> <li><input type="checkbox"/> Which other ways could you monitor your work?</li> </ul> <b>Feeding Up Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce emphasis of exemplars</li> <li><input type="checkbox"/> Mastery and performance goals</li> </ul>	<b>Feedback Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are you on track with your work?</li> <li><input type="checkbox"/> How do you know?</li> <li><input type="checkbox"/> To which level are you satisfying the success criteria?</li> <li><input type="checkbox"/> Are you on track to achieving your goal?</li> <li><input type="checkbox"/> How do you know?</li> </ul> <b>Feedback Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Delay feedback</li> <li><input type="checkbox"/> May only require verification feedback</li> </ul>	<b>Feed Forward Prompts:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How could you deepen your understandings?</li> <li><input type="checkbox"/> How could you improve your work?</li> <li><input type="checkbox"/> What is the next step for your learning?</li> <li><input type="checkbox"/> How do you know?</li> </ul> <b>Feed Forward Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Delay feedback</li> <li><input type="checkbox"/> Reduce teacher reliance</li> <li><input type="checkbox"/> Develop self-regulated learners</li> </ul>

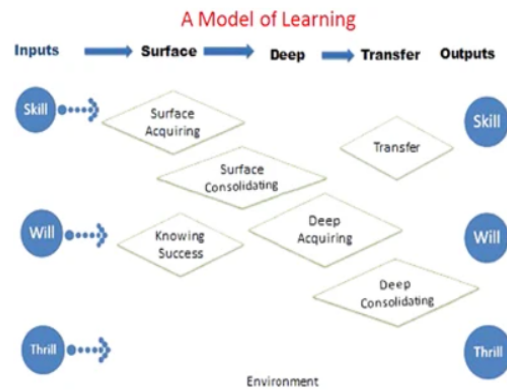
Brooks, C., Carroll, A., Gilles, R.M., & Hattie, J. (2019). A Matrix of Feedback for Learning. *Australian Journal of Teacher Education*, 44(4)

## Appendix Five

Hattie & Donoghue (2016) Learning strategies: a synthesis and conceptual model.

### Figure 1

From: [Learning strategies: a synthesis and conceptual model](#)



A model of learning.



## Appendix Six

The **Rosenshine Principles of Instruction** are a set of evidence-based recommendations for effective teaching.

Here are the key principles:

1. **Daily Review:** Begin each lesson with a review of previous material to reinforce learning.
2. **Present New Material in Small Steps:** Introduce new concepts gradually to avoid overwhelming students.
3. **Ask Questions:** Engage students by asking questions throughout the lesson to check understanding.
4. **Provide Models:** Demonstrate how to solve problems or complete tasks to provide clear examples.
5. **Guide Student Practice:** Offer support as students practice new skills, gradually reducing assistance as they become more proficient.
6. **Check for Understanding:** Regularly assess student understanding and adjust instruction as needed.
7. **Obtain a High Success Rate:** Aim for a high level of student success to build confidence and motivation.
8. **Provide Scaffolds for Difficult Tasks:** Offer temporary support for challenging tasks to help students succeed.
9. **Independent Practice:** Allow students to practice independently to reinforce learning.
10. **Weekly and Monthly Review:** Incorporate regular reviews of material over time to enhance retention.

## Appendix Seven

Examples of Feedback strategies used to support the editing process.

### Writing

**Start with the assumption that no pupil actually needs much help to edit their writing, aside from the scaffolding and modelling you've already done in the lesson.**

1. At the start of the next lesson, show an example of a piece of 'good learning' completed by a pupil
2. Highlight the 'good aspects' of the writing to the whole class
3. Next, show an (anonymised) piece of learning that needs some improvement
4. Correct mistakes and make changes in front of the class
5. Instruct the class to spend time working in mixed-ability pairs to proofread their writing and make edits as necessary. Proofreading should focus on spelling, punctuation and grammar
6. Then, instruct the class to work on editing or redrafting their writing. This focuses more on the content and style of the piece
7. After a lesson, look through the class's writing and note down any common mistakes or misunderstandings

*For pupils who need more help:*

- Use prompts, so that the pupil knows to focus on a specific area
- If they need even more help, highlight a specific section to help them find the error
- Pointing out errors should be a last resort and only done when a pupil is really struggling

*Ideas for changing and adapting the approach:*

- Instead of point 6, pupils may work in groups to proofread a typed-up piece of writing
- For younger pupils or those who need more help, provide a piece of writing (which isn't the pupil's own) with one type of error for them to fix
- For more able pupils, provide an additional pointer during the editing stage, such as 'think about which other words could be used to describe X', for example

### Maths

1. In lessons, encourage pupils to check their learning every 5 questions or so
2. Use a visualiser/ smartboard to model ways of checking that lesson's problems; for example, show pupils to add numbers in a different order to check their addition
3. Use a '3 before me' system for struggling pupils: first they try to fix their mistake, then they ask a peer, then a group of their peers, and then finally they ask an adult
4. Display prompts at the start of the lesson, which include questions to help pupils find their mistake
5. Go through 'good' and (anonymised) incorrect examples in front of the class
6. Redrafting in maths. Correct mistakes, but ask pupils to do the same problem again in a different way, or to try the steps in a different order
7. As with writing, look through the class's learning after the lesson and note down any common mistakes or misunderstandings