



ALSOP HIGH SCHOOL

Feedback Policy

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Owner	Assistant Principal – A Hart
Approved By	Executive Principal – J Kerfoot
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Review Date and Summary of Changes

Date of review	Summary of changes
January 2025	Introduction of Policy – V1
September 2025	V1.1 - amendments to reflect the adoption of the Purple Zone strategy
September 2025	V1.1 - Added in references to the Purple Zone and students completing the You Do (independent work) in purple pen
September 2025	V1.1 - The four feedback strategies on page 3 have also been amended and updated, so that they are now all live feedback and response strategies

Approved by:

Executive Principal September 2026

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Purpose

To outline the key principles of effective feedback, to assess pupils' understanding and help them to make good progress. This policy is designed to allow teachers to have the time to plan and teach well.

Rationale for Feedback

At Alsop High School, we believe that marking and feedback must be purposeful and inform responsive teaching and subsequent planning. When providing feedback, this policy should be followed and applies across all Key Stages, including in the Sixth Form. Feedback has many benefits for both pupils and teachers:

- Pupils act on feedback to revise, redraft and improve their work.
- Misconceptions or errors are identified and addressed so that pupils are not learning incorrect information.
- Future teaching points are informed, ensuring pupils have the necessary knowledge to build on schema in future learning.
- Effort and attitude to learning can be judged; this can be either commended or challenged.
- Teachers can ensure pupil work is well presented in line with the PROUD policy.

Key Principles

To promote a culture of learning, the purpose of feedback is to ensure students can do better in future tasks. It is more effective to approach feedback systematically rather than as an isolated event, and specifically, by adopting these three fundamental principles: (*source: EEF Teacher Feedback to Improve Pupil Learning Guidance Report, EEF 2021*):

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 direct and explicit instruction will reduce the work that feedback needs to do.

2. Deliver appropriately timed feedback that focuses on moving learning forward

Teachers should make professional judgements in a contextualised manner, taking into consideration the work, class, individual pupils and even the task set. Feedback should move learning forward, targeting specific learning gaps and may focus on the task, subject and self-regulation strategies.

3. Plan for how pupils will receive and use feedback

How pupils are to receive feedback should be carefully considered. Teachers should implement strategies that encourage pupils to welcome feedback and monitor whether they are using it. To close the feedback loop, pupils should be provided the opportunity to respond to feedback to demonstrate their progress.

Feedback, either verbal or written, should be meaningful, manageable and motivating. Verbal feedback can be more powerful than written. However, the principles of effective teacher feedback (*outlined above*) must still be followed to ascertain a high level of effectiveness.

- **Meaningful:** Feedback must inform pupils how to improve their work or deepen their understanding. Pupils must be given time within a lesson to respond to feedback and improve their work and deepen their understanding, in order to make the feedback meaningful.

- **Manageable:** As part of our commitment to staff wellbeing and reducing workload, we promote the use of live feedback within the Alsop lesson, while students are completing 15-20 minutes of independent practice (the 'Purple Zone'). While there will be a requirement for Mid-Way- and End-of-Year-Assessments and Pre-Public Examinations to be marked and moderated outside of lessons prior to data entry, no Alsop teacher should be taking pupils' exercise books home to mark if they are adhering to our policy of live feedback within lessons.
- **Motivating:** To promote a culture and love of learning, feedback should be motivating; this could involve celebrating effort and learning from mistakes, using 'Show Call' to showcase good examples of pupils' work, incorporating written strengths and praise, verbal praise, achievement points and postcards home.

During the 'Purple Zone,' pupils should complete independent written work using purple pen. Written live feedback from the teacher should be done using green pen. Teacher comments must be legible and easily understood by the pupil. Teachers are expected to model excellent use of spelling, punctuation and grammar. Pupils should then respond to feedback using red pen. They should be provided with time and appropriate scaffolding within a lesson to respond to the feedback provided. When giving feedback for literacy, professional judgement should be used regarding the quantity of errors identified. Literacy feedback should prioritise the spelling of subject specific vocabulary and capitalisation errors for proper nouns, days, months and titles of work.

Feedback should be regular enough to address misconceptions and inform future planning. Professional judgement should be made regarding the frequency and time spent on feedback and response. While this policy does not specify the frequency of feedback for each subject area, we would expect to see evidence of teacher feedback and pupil response every half term.

Presentation of Work

To encourage pupils to take pride in their work and secure consistency of expectations across Alsop High School, all pupils within all subject areas, including students in the Sixth Form, are expected to follow the PROUD acronym. This will be checked, and challenged, by teachers and leaders will check for consistency in line with this policy during QA processes.

- P = Pen – write in black or blue ink
- R = Ruler – for straight lines and to rule off work
- O = Oops – put a single neat line through mistakes
- U = Underline titles and dates with a ruler
- D = Draw diagrams and pictures in pencil

Teachers should ensure they are facilitating PROUD within a lesson by:

- Providing rulers and other necessary equipment if students do not have their own.
- Narrating PROUD expectations within a lesson while students are writing. This can be done through verbal reminders and also through visual prompts on lesson slides.
- Circulating while pupils are working and looking at books to check PROUD is being upheld.

Alsop's Four Feedback Strategies

There is no requirement for all of the live feedback strategies outlined below to be evidenced/used, as this will depend entirely on what is most suitable for each subject area and each piece of work

1. Self- and/or Peer-Assessment

This type of live feedback is appropriate for low-stakes retrieval quizzes with closed, factual (or multiple-choice) answers.

Create a 'recall quiz' based on a current or previous topic or a range of previous topics. On completion, students swap answers with a peer or mark their own.

Display answers and students mark the quiz / correct answers using a red pen.

Feedback and re-teach any errors and misconceptions.

2. Show Call Feedback and Response

This is appropriate for independent learning tasks or extended writing where success criteria have been provided to students.

Circulate while pupils are working and select a book to Show Call. Display the pupil's work at front of the class using the visualiser.

Share success criteria and model marking the selected book against these. Identify strengths, make corrections, mark for literacy where appropriate, and provide targets or actions for improvement.

Ensure all pupils swap to their red pens so they can respond to their own work. All pupils identify strengths, and make corrections or improvements.

3. Over the Shoulder Feedback and Response

Live, over-the-shoulder, granular feedback within lessons, combining live annotation of work and dialogue with the students, is far more impactful than feedback provided at a later date.

This is appropriate during guided or independent practice, including extended writing. While dialogue / verbal feedback alone can be effective, it may be more effective when combined with live annotation of students' work to aid improvement.

Circulate while pupils are working and choose 3-5 books to live mark during a lesson. This might take the form of identifying strengths, marking for literacy, annotating students' work with questions or actions, or box marking, i.e. draw a box around the section of the student's work you want them to improve and give them a clear improvement target. You may also draw another (empty) box for students to fill in with their improvement – or students can draw this themselves.

Students should always respond to live feedback in red pen.

Whole Class Feedback Sheet

This is most appropriate as a summative review of pupils' learning at the end of a termly or half-termly unit of work, and is informed by the live feedback that has been delivered in lessons

The aim of this strategy is to provide collective summative feedback and allow pupils to review their progress and complete response tasks at the end of a scheme of learning. The whole class feedback sheet is essential for an effective feedback and response lesson, as it directs pupil progress by providing examples of strengths and AFIs and details common mistakes or misconceptions.

The whole class feedback sheet can be printed and given to pupils or displayed on the board during the feedback lesson, and students can individually respond to complete targets or response tasks, correct mistakes and improve their work.

Students should always respond to the whole class feedback sheet in red pen.