



# **THE MOSLEY ACADEMY**

## **FEEDBACK PROCEDURE 2024/2025**



**SEPTEMBER 2024**

Review:

**September 2025**

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## 1. Statement of intent

The Mosley Academy understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Most importantly:

**'The main role of feedback is to improve the learner, not the work. The idea is that, after feedback, the student will be able to do better at some point in the future on tasks they have not yet attempted,' Dylan Wiliam.**

With this in mind, any marking or feedback given should be done with the sole purpose of:

- improving knowledge, skills and/or understanding
- motivating, encouraging and/or raising self-esteem

## 2. Principles Outlined

This procedure is informed by the research undertaken by the Education Endowment Foundation which lays out three key principles, central to this procedure. Teachers should:

1. **lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;**

Before providing feedback, teachers provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction reduces 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).

2. **deliver appropriately timed feedback, that focuses on moving learning forward;**

Teachers 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 focuses 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.

3. **plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.**

Careful thought is 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, therefore, implement strategies that encourage learners to welcome feedback, and they monitor whether pupils are using it. Teachers also provide opportunities for pupils to use feedback.

### 3. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this procedure is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices are balanced with teachers' workload.
- Reviewing this procedure as and when necessary to establish whether practices are effective and consistent across all areas within the school.
- Communicating with parents regarding the content of this procedure and respond to queries.

Subject leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of providing marking and feedback.
- Provide guidance and training for staff to effectively implement this procedure.
- Monitoring the effectiveness of this procedure and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this procedure and the school's practices.
- Carefully assessing how well pupils are progressing within their subject (through work scrutiny, learning walks, lesson observations, pupil voice).

Teaching staff are responsible for:

- ***Ensuring they are using and familiar with the [Education Endowment Foundation guidance](#) of which the principles of this procedure are set.***
- Exercising their evidence-based teacher autonomy and professional judgement whilst adhering to the expectations set out in this procedure.
- Ensuring pupils understand how feedback is given in their class.
- Ensuring pupils know the routines for implementing feedback given.
- Ensuring that they adopt this procedure when providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

## 4. Principles Explored

### Principle 1 – Lay the Foundations for Effective Feedback

*'Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second'* John Hattie and Helen Timperley (2007).

The first task of the teacher is to provide effective instruction. Feedback and effective marking practices alone are unlikely to provide pupils with a full understanding of the knowledge, skills, and concepts required and so initial teaching is crucial. The characteristics of effective instruction vary by phase and subject. However, outlined below are some general principles.

In delivering effective teaching, teachers:

- build on pupils' prior knowledge and experience
- avoid overloading pupils' working memory by breaking down complex material into smaller steps
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations
- are aware of common misconceptions and prepare strategies to counter them
- teachers need to have a clear idea of what the learning intention is and should share this with pupils - teachers possess a concept of quality appropriate to the task, and this is what their feedback directs pupils towards
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning
- use of formative assessment strategies: providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward (see below)

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	Where the learner is going	Where the learner is right now	How to get there
<b>Teacher</b>	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
<b>Peer</b>		4. Activating learners as instructional resources for one another.	
<b>Learner</b>		5. Activating learners as owners of their own learning.	

Wiliam (2019)

**Principle 2 – Deliver appropriately timed feedback that focuses on moving learning forward**

Feedback interventions delivered immediately after learning, delivered up to a week after, and delivered during learning are all associated with similarly sized positive effects on attainment. When choosing the timing of feedback, teachers’ judgement is crucial. They consider the following:

**Task**

The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary.

**Pupil**

Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback. Teachers monitor pupils’ progress in tasks, assessing which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves. A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback, varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress.

**The Class**

For example, upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. Teachers look to identify these misconceptions early on and, if widespread enough, may opt to provide immediate whole class feedback or re-teach that particular area of content

**Principle 3 – Plan for How Pupils will Receive Feedback**

### **Receiving Feedback**

A variety of factors may influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils.

Factors that influence a pupil's use of marking and feedback include:

- Pupil motivation and desire for feedback
- Self-confidence and self-concept
- Trust in the teacher
- Working memory

### **Discussing the purpose of feedback**

Conducting discussions with the class, or with particular individuals, on why feedback is being given may support pupil motivation and desire to receive feedback. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and fully believes pupils can meet them.

### **Modelling the use of feedback**

Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. If a peer expresses a willingness to receive feedback and recognises that feedback is not designed to be critical of them but offered to improve their learning, a pupil is more likely to use feedback to improve their own learning. Teachers, therefore, look to explore ways of modelling the effective use of feedback. For example, whole-class discussions focus on a learner who has improved their work because of feedback. Additionally, the effective use of feedback is celebrated when it happens in the classroom.

### **Providing clear, concise, and focused feedback.**

- Providing clear and concise feedback (which features task, subject, and/or self-regulation advice) supports teachers in offering feedback that does not 'overload' pupils.
- Ensuring pupils understand the feedback given.
- Careful thought is given to the language and content used in feedback to ensure that pupils understand what the teacher is saying.

## **5. Teacher Workload**

When designing this Feedback Procedure, the school has been particularly aware of 'opportunity cost' - written marking is time consuming and reduces the opportunities teachers have to complete other tasks which benefit learning. A strategic minimal marking approach is therefore expected, with an emphasis on verbal feedback wherever possible. Time gained through this should be spent researching, planning, preparing and resourcing subsequent lessons, as well as teachers developing their own pedagogical and subject knowledge to deliver top quality lessons across the curriculum.

## 6. Consistency of Expectations

*The sole purpose of marking and feedback should be to further children's learning.* Teachers should be guided by the principles outlined in this procedure, alongside their own professional and research informed autonomy as teachers. The school also recognises the importance of having a minimal set of consistent expectations seen across classes. To achieve this, the school identifies the following expectations:

Expectations	Examples
All learning should be assessed in some form	<ul style="list-style-type: none"> <li>• Questioning &amp; discussions</li> <li>• Looking through a child's book/reading their 'work'</li> <li>• Making notes/record keeping and referring to the brief marking criteria (appendix 1)</li> </ul>
Effective feedback should focus on moving learning forward, targeting the <b>task, subject, and self-regulation strategies</b>	<ul style="list-style-type: none"> <li>• See below for specific guidance*</li> </ul>
Verbal feedback moves children on in their learning & children know what they need to do	<ul style="list-style-type: none"> <li>• Whole class feedback</li> <li>• Small group feedback</li> <li>• Individual feedback</li> <li>• Pupils can talk about what they need to do next to improve</li> </ul>
Outcomes should inform future planning	<ul style="list-style-type: none"> <li>• Adaptations made to subsequent lessons</li> <li>• Support and extension provided</li> <li>• Resources sought and/or created</li> <li>• The 'next step' often is the next lesson- however this may be recorded as marking on the children's work</li> <li>• Adaptations made to longer term planning (including subsequent years)</li> <li>• Identify those in need of SEND provision or catch up lessons</li> </ul>
Feedback should empower children to take responsibility for improving their own learning	<ul style="list-style-type: none"> <li>• Self-assessment/self-marking completed by the child in purple pen</li> <li>• Children to use a purple highlighter pen to highlight key vocabulary used within their own writing.</li> <li>• Using the success criteria/ toolkit for longer pieces of writing               <ul style="list-style-type: none"> <li>- <b>Green</b> - Current Learning hoping to see</li> </ul> </li> </ul>

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	<p style="text-align: center;">- <b>Pink</b> – ‘Think Pink’/next steps</p> <p>Proof-reading and editing - children edit/self-assess using purple pen</p> <p>Reflecting on learning and identifying targets</p> <ul style="list-style-type: none"> <li>• Children to be able to talk about what they have learnt and what they need to do to improve</li> </ul>
Written comments <i>can</i> be used when considered the most effective and efficient way of moving learning on	<ul style="list-style-type: none"> <li>• Simple reminders about expectations</li> <li>• Identifying errors for the very few pupils who are otherwise unable to locate their own errors</li> </ul>
Notations used for pupils who have an SEND who are routinely supported or Non-SEND pupils who have been <i>heavily</i> supported in a lesson and this has impacted on the learning demonstrated	<ul style="list-style-type: none"> <li>• Where support is given, this is marked with T or TA as work to show who supported.</li> </ul>

	Feedback more likely to move learning forward		Less likely
	Task	Subject	Personal
	 <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>About the person, it may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
<b>KS1 examples</b>	<p>In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: ‘You’re nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?’</p>	<p>In English, a pupil is struggling with letter formation. The teacher discusses this with them: ‘Let’s just look at how you are writing your ‘d’s. Can you see you have started at the top and gone down and done a loop? Remember we start writing a ‘d’ by doing a letter ‘c’ shape. Let’s try that again.’</p>	<p>In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: ‘At the end of today I’m going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you’ll be able to finish? If you haven’t started on your eyes, make a start now.’</p>
<b>KS2 examples</b>	<p>In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.</p> <p>‘Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?’</p>	<p>In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: ‘Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we’ve learned, such as ‘rebellion’ or ‘loot trip!’</p>	<p>In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: ‘Look at our display of strategies that we’ve use to solve problems we’ve tackled in the past. I think one of those could help you to solve this problem.’</p>

[Effective Feedback Task Subject and Self-regulation Strategies.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Effective%20Feedback%20Task%20Subject%20and%20Self-regulation%20Strategies.pdf)

Appendix 1- 'Go Green,Think Pink' marking criteria

- Live marking and verbal feedback are the priority when supporting children to make progress in their learning.
  - Use a green pen for all marking completed by the teacher or TA
  - Children use a purple progress pen for editing their own work. Start use in EYFS as appropriate from summer term. Continue into Year 1 to be used by the end of Year 1 by all children
  - Use a green or pink highlighted dot/slash in the margin by the 'Can I ... statement to identify if the child has achieved or not achieved the learning intention
  - Target marking - Highlight evidence of where a child has or has not met the learning intention where possible/ appropriate within the child's work
  - When setting 'Next Steps'; record these on the child's work using a handwritten arrow symbol and the next step written next to it if applicable
  - Handwritten 'SP' signifies that a spelling error has been made and will signpost corrections to children to complete at the bottom of the work (except in EYFS)
  - A maximum of 5 'key spellings' in KS2 (and 3 in KS1) identified for correction within a piece of writing, as per individual year group spelling lists. This may need adapting if the child has additional needs.
  - Use 'TA' and 'T' to identify support provided to the child. If neither are used, then this means the child has worked independently.
  - In writing – for longer pieces/ where appropriate use the success criteria/ toolkits; these may also need to be adapted for the needs of specific children eg amount of criteria expected to be assessed against. (Not for EYFS) See appendix 2
  - Ensure there is some adult presence, where appropriate, in all subjects.

Appendix 2 Toolkits/ success criteria examples

EYFS example

Wednesday 27 <sup>th</sup> April 2022				
<b>Can I write captions for the lifecycle of a butterfly?</b> (Green)				
				
Pencil grip	Letter formation	Sound out	Write from left to right	Say it before writing

Wednesday 27 <sup>th</sup> April 2022					
<b>Can I write captions for the lifecycle of a butterfly?</b> (Red and Orange)					
					
Pencil grip	Letter formation	Sound out	Write from left to right	Say it before writing	Finger spaces

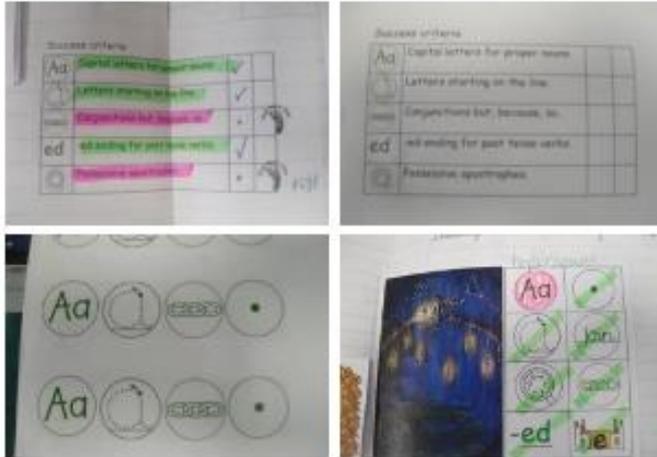
Wednesday 27 <sup>th</sup> April 2022						
<b>Can I write captions for the lifecycle of a butterfly?</b> (Purple)						
						
Pencil grip	Letter formation	Sound out	Write from left to right	Say it before writing	Finger spaces	Tricky words

Wednesday 27 <sup>th</sup> April 2022							
<b>Can I write captions for the lifecycle of a butterfly?</b> (Turquoise)							
							
Pencil grip	Letter formation	Sound out	Write from left to right	Say it before writing	Finger spaces	Tricky words	Read and Check

Wednesday 27 <sup>th</sup> April 2022							
<b>Can I write captions for the lifecycle of a butterfly?</b> (Turquoise)							
							
Pencil grip	Letter formation	Sound out	Write from left to right	Say it before writing	Finger spaces	Tricky words	Read and Check

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**KS1**



**KS2**

<b>Success Criteria:</b>	Self-assessed	Peer Assessed	Teacher Assessed
1 <sup>st</sup> Person			
Past Tense			
CL . , ! ?			
Clear Paragraphs			
Rhetorical Question			
Conjunctions (cohesion)			
Parenthesis ( ) -- ,,			

## **7. Monitoring and review**

- 1.1. This procedure is reviewed annually by the headteacher.
- 1.2. Any changes or amendments to this procedure will be communicated to all staff members by the headteacher.
- 1.3. The scheduled review date for this procedure is January 2024.

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