



The Priory School, Hitchin

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Name of policy	Feedback policy
Statutory	No
Date policy was updated	Autumn 2026
Date of next review	Autumn 2027
Governors committee	Standards of Education, Wellbeing, & Inclusion
Member of staff responsible for the policy	Fiona Rosler
Approved by Headteacher for operational implementation on 9th September 2026 Pending formal Governing Body ratification on 13th October 2026.	

Responsibility

Respect

Resilience

The TPSH 4 Pillars of Feedback

Rationale

Feedback may be defined as information that is provided to learners about their performance and how to improve it. Feedback is likely to be more effective if it is approached systematically and specifically, by adopting three fundamental principles:

- Careful groundwork in the classroom before the feedback is given
- Providing well-timed information that focuses on improvement
- Taking into account how learners receive and use that information.

Providing high-quality and effective feedback has been reported by the EEF to be one of the most cost-effective ways of improving pupil learning, particularly for students with SEND, a social worker, who are looked after, or DfE Disadvantaged (DA).

Aims

- This policy aims to draw a distinction between *marking* and *feedback*. Written marking is one form of feedback, which may be used effectively alongside other forms of feedback as shown in image 5.2.
- To ensure that the feedback we provide to students is meaningful (advancing student progress), manageable (time proportionate for staff), and motivating (encouraging future growth and potential).
- A greater focus on the principles of effective feedback and ensuring these are followed, with a balance between all types of feedback such as verbal, written, peer and self-assessment.
- A consistent framework (The 4 Pillars, image 5.1) for all staff, with subject-specific implementation.
- Where appropriate, to incorporate elements of Blended Learning and online feedback through the use of Google Classroom and other media.
- Understanding of what makes homework tasks effective, and for the timing and relevance of tasks to be carefully considered.

Homework Setting

- Homework activities vary by subject, but may include tasks such as reading, essays, online quizzes, directed revision, exam practice, or extended project work.
- Research shows that homework that is linked to classwork tends to be more effective, and staff should carefully consider the intended outcome of homework tasks and what students will gain from this task.
- Staff should ensure the purpose of homework is made clear to students (e.g. to develop fluency in a particular area, to prepare for an upcoming topic, to increase knowledge in a specific area).

Procedures

Our feedback procedures centre around the TPSH 4 Pillars of Feedback, with subject specific adaptations where appropriate. Staff should use the below information as a framework for each pillar, but should refer to their [departmental implementation guide](#) for full details of what this looks like in their subject.

Pillar 1: Formative Assessment and Live Marking every lesson.

- In order to maximise impact and minimise workload, the majority of feedback should happen "live" in the classroom, at the point of learning. Staff should use their professional judgement to decide what formative assessment techniques are appropriate for their lesson, using the TPSH Toolkit (in the staff handbook) for ideas if needed.
- When teachers circulate around the classroom during the lesson, we encourage them to take a pen and annotate student work "live" in the lesson where appropriate.
- In Vocational subjects, this pillar should be applied even once students have begun their coursework, for example through mini quizzes and retrieval starters.

Pillar 2: Regular Book/Folder checks, minimum every 3 weeks.

- This is not "marking" in the traditional sense. No extensive comments need to be written, and this can be carried out in lessons (e.g. when students are working on independent task), or by taking in books. There is a [book review template](#) to rate the various categories relating to presentation and pride, and a coded target should be given if necessary. The template can be adapted per department, and some departments may choose to use stickers within the student exercise books instead.
- In practical subjects where students do not have exercise books, these reviews may be carried out digitally on Google Classroom.
- In Vocational subjects, these reviews should focus on completion of work and checking for authenticity and may be digital or in books/folders.

Pillar 3: Snapshot Assessments, on yellow paper, partway through topic.

- A snapshot assessment is designed to be a bridge between the formative assessment that takes place every lesson, and the formal summative assessments that take place at the end of a unit or units of work. They are a way of checking "do students know what I think they know" and they should be personalised to your class as part of your planning rather than standardised across the department.
- These should be short, highly focused, and designed for rapid and prompt marking (e.g. a selection of exam questions, a multiple choice quiz, a short vocabulary/application grid, a 15-minute analytical paragraph).
- Students do not need advance notice as there is no expectation to revise or prepare; the purpose of these assessments is to inform your planning and provide information about the understanding of the students in front of you.
- In Vocational subjects, snapshot assessments should take place in every component before any coursework has begun.
- These can be self/peer/auto marked, or marked by the teacher, but there should be targeted, specific feedback provided by the teacher in every case. If you find that you are writing the same target multiple times, indicating that several students have made the same mistake, staff should apply the red flag rule outlined below.

Red flag rule: If you find that several students have demonstrated the same misconception in their work, to prevent you from writing the same feedback on multiple assessments, you should stop marking and instead use the time to plan how you will re-teach the concept and unpick the misconception. To maximise impact and prevent misconceptions from becoming embedded, this should happen the very next lesson. After the concept has been re-taught, students attempt a redraft or correction of their assessment with their green pens, and the teacher then marks and provides feedback on the redrafted work. Examples of re-teaching might include re-modelling a Maths problem under the visualiser, live-writing a better paragraph together, or utilising peer to peer support.

Pillar 4: Formal/end of unit assessments

- These are traditional end of unit or formal examinations, e.g. mock exams. They should be marked according to the mark scheme and guidelines for your subject. Whole class feedback should be provided through PLCs or Exam Wrappers.
- Careless mistakes should be clearly indicated to students. For consistency across the school, it is suggested that staff use a purple highlighter (purple for progress) to highlight these errors, and students endeavor to fix these mistakes *before* any feedback is given.
- In Vocational subjects, mock exams should be carried out where appropriate for each component.

5. Appendices:

5.1 TPSH 4 Pillars of Feedback

The 4 Pillars of Feedback

Meaningful, manageable, and motivating.

Formative Assessment (in the classroom)	Regular book/folder checks	Snapshot assessment (yellow paper)	Formal assessment
Every lesson!	Minimum every 3 weeks	Partway through topic	As appropriate (end of term/end of unit)
Live marking. FA techniques (see toolkit for ideas). Printed techniques (e.g. exit tickets) should be on yellow paper for consistency.	Book review template provided for consistency. Teacher checks books for presentation and pride. A coded target is provided to students whose books do not meet the expected standard.	Do students know what you think they know? Can be self/peer/auto marked but meaningful written feedback must be provided by the teacher, students respond next lesson. Red flag rule - see policy for details.	Purple pen of progress to highlight careless errors. Whole class feedback sheets or exam wrappers used. Key focus area for students to improve.

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5.2 Forms of Feedback



Figure 1. Examples of different forms of feedback.

Source: EEF Report 2016 "A marked improvement"

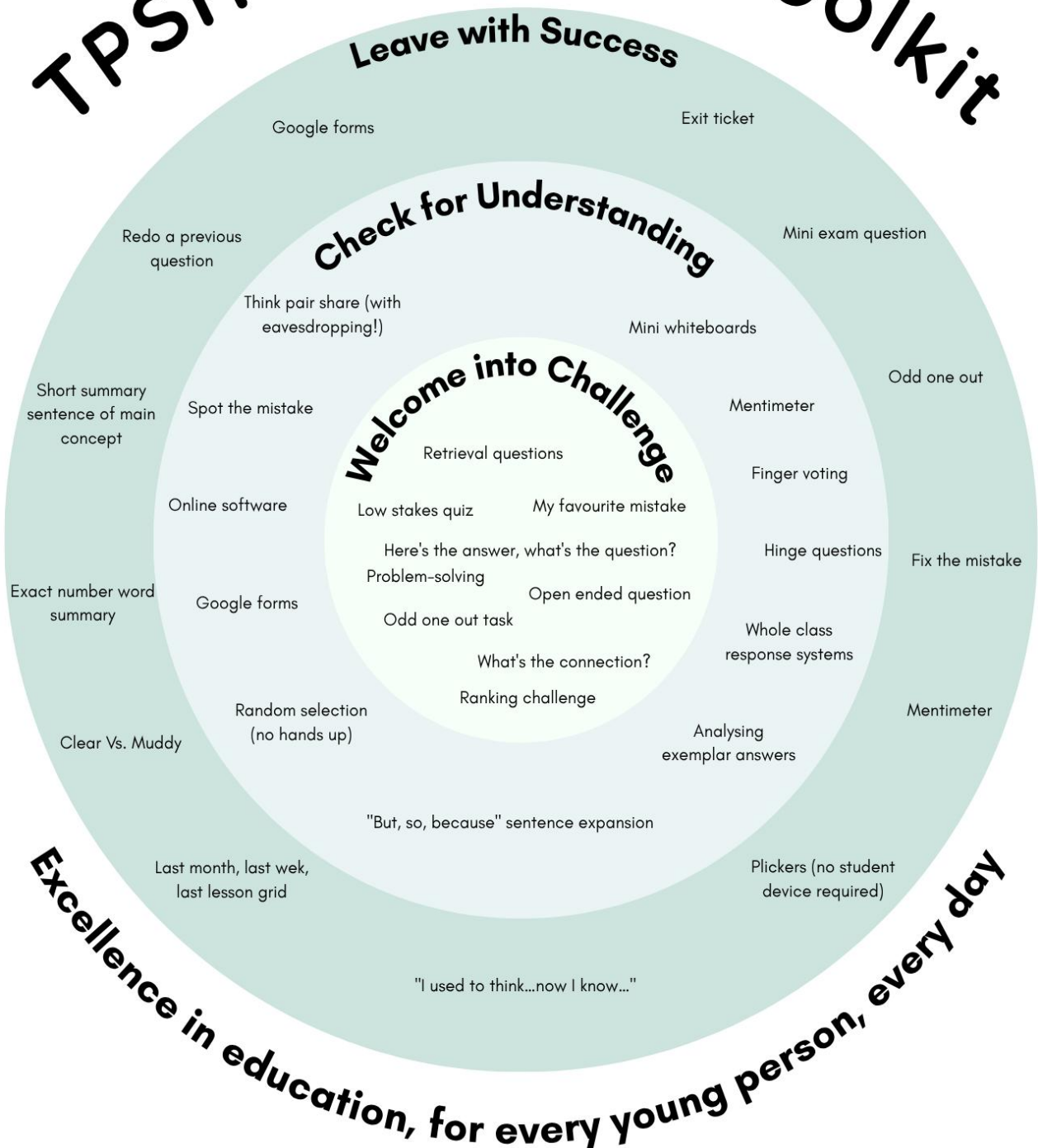
5.3 The Principles of Effective Feedback:

1	Lay the foundations for effective feedback.	• Provide high quality instruction, including the use of <u>formative assessment strategies</u>. • Formative assessment strategies are required to set the learning intentions that the feedback will aim towards, and to assess the learning gaps that the feedback will address. • In order to check the understanding of all pupils, it is important to ensure a high participation rate when using formative assessment strategies.
2	Deliver appropriately timed feedback that focuses on moving learning forward.	• Teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the <i>task</i>, the <i>individual pupil</i> and the <i>collective understanding of the class</i>. • Feedback should focus on <u>moving learning forward</u>, targeting the <u>specific learning gaps</u> that pupils exhibit.

		• Feedback that focuses on a learner's personal characteristics, or feedback that offers only general or vague remarks is less likely to be effective.
3	Plan for how pupils will receive and use feedback.	• Careful thought should be given to how pupils receive feedback. • Teachers should provide opportunities for pupils to use feedback so that the <u>feedback loop can be closed</u>.

Source: EEF Report 2021 "Teacher Feedback to Improve Pupil Learning"

TPSH Teaching Toolkit



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