



St. Anselm's College

Feedback for Learning Policy

Version 1.0

Our Mission Statement

“I can do all things through Christ who strengthens me”
Philippians 4:13

At St. Anselm's College, **faith** is at the heart of all we do. Inspired by the **Gospel** and the vision of **Blessed Edmund Rice**, we educate the **whole person** through **academic challenge** and **moral formation**, fostering a heart for **service** and **respect** for all God's creation.

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Rationale:

“Improve the learner, not just the work”

At St. Anselm's College, our feedback policy exists for one clear reason: to improve student progress and outcomes. Effective feedback is a cornerstone of high-quality teaching and learning. When consistently, and thoughtfully applied, it has a transformative effect on student achievement and engagement. This policy is underpinned by robust educational research, particularly from the Education Endowment Foundation (EEF) and Professor Dylan Wiliam, both of whom identify feedback as one of the most powerful tools for improving learning.

Furthermore, in line with the Teachers' Standards (DfE, 2011), all teachers are expected to: *“Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback....make accurate and productive use of assessment.”* (Standard 6)

The Ofsted School Inspection Handbook (2023) reinforces this approach, stating that inspectors will *‘Evaluate how feedback supports learning and improvement’*.

It is vital therefore that students receive regular, meaningful feedback that clearly identifies their progress, achievements, and next steps. Feedback must prompt students to take action and understand how it supports their ongoing learning and improvement. While written feedback remains valuable for communicating specific guidance, this policy moves beyond the notion that detailed marking alone signifies effective feedback. Instead, effective feedback is dynamic and varied, including verbal discussions, in-lesson live interactions, low-stakes assessments, and the identification of misconceptions through regular review of student work.

Departments are trusted to use professional judgement in choosing the most appropriate and impactful forms of feedback for their subject, ensuring it deepens understanding and promotes sustained progress.

Feedback Principles:

At St. Anselm's College, our feedback practice is guided by the following principles:

- Feedback must inform student progress and promote deeper understanding.
- It should have a positive and measurable impact on student outcomes.
- Feedback should represent a purposeful and efficient use of teachers' time—prioritising quality and impact over quantity.
- *‘Feedback should be more work for the recipient than the donor’* D. Williams.

Aim of Feedback for students:

- 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, errors and common misconceptions, with a focus on literacy skills.
- To develop students' ability to accurately self-assess and become self-regulated learners.

Types of Feedback:

A variety of feedback methods are encouraged to suit different topics, subjects, and student needs:

Verbal Feedback

- Delivered in real-time during lessons.
- May be individual, group, or whole-class based.
- Highly effective in practical subjects and through live marking.

Written Feedback

- Used selectively to address subject-specific misconceptions or skill deficits. Improvements could be actioned in subsequent topics.
- Should always lead to visible student improvement or refinement/redrafting of work.

Peer Feedback – Self Reflection

- Encourages student ownership of learning and promotes self-regulation.
- Teachers must explicitly model and scaffold this process.
- All peer feedback and self-reflection should be guided by clear success criteria.

Homework Feedback

- All homework must be acknowledged on the due date, as indicated on Satchel.
- Acknowledgement can take the form of a teacher's signature, date stamp, or documented peer/self-review.
- Subject-specific errors or misconceptions present in homework must be addressed.

When to Give Feedback?

Teachers should provide feedback at key moments in the learning process:

- To recognise and reinforce effective learning behaviours, skills, or outcomes.
- To address SPaG issues or misconceptions in subject content.
- Following formative assessments, to guide the student's next steps.
- After formal assessments, ensuring students:
 - Are given sufficient time to redraft and improve their work.
 - Demonstrate enhanced understanding and higher standards of literacy and subject knowledge.
- Students should respond to feedback in a clearly identifiable colour, ideally green, to aid recognition and reflection but this is not compulsory.

Monitoring and Quality Assurance:

The aim of feedback quality assurance is to evaluate its effectiveness in supporting learning, not the format or frequency of marking.

Monitoring Processes:

- Through regular scrutiny of students' work as per the College termly MER calendar (exercise books and or assessments) across subjects and key stages. Insights are aggregated to form part of the College's overall judgement on the quality of education.
- Staff participating in the QA process will:
 - ✓ Check to ensure misconceptions are systematically identified and addressed.
 - ✓ Evaluate whether feedback leads to meaningful and sustained student progress.
 - ✓ Check to ensure all homework has been acknowledged and demonstrates secure knowledge and understanding.

Non-Negotiables

To ensure a consistent and effective approach to feedback across the College, the following expectations apply:

- **All** homework must be acknowledged by the teacher or via peer feedback/self-reflection, on the due date as recorded on Satchel.
- Misconceptions and subject-specific errors within all written work must be routinely checked and directly addressed.
- Dedicated time must be allocated for students to act on teacher's feedback, especially after formal assessments – students will redraft a section of their work as required.
- Students should use green pen or another colour to show their responses and edits clearly, this will aid revision.
- Feedback practice must reflect the College's ambition to foster independent, reflective, and high-achieving learners.

Principles	Methods	Implementation
<p>1 Lay the foundations for effective feedback</p>  <ul style="list-style-type: none"> Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality initial 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). 	<p>2 Deliver appropriately timed feedback that focuses on moving learning forward</p>  <ul style="list-style-type: none"> 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. 	<p>3 Plan for how pupils will receive and use feedback</p>  <ul style="list-style-type: none"> 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.
	<p>4 Carefully consider how to use purposeful, and time-efficient, written feedback</p>  <ul style="list-style-type: none"> 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. 	<p>5 Carefully consider how to use purposeful verbal feedback</p>  <ul style="list-style-type: none"> 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.
		<p>6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</p>  <ul style="list-style-type: none"> 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.