



SEXEY'S
SCHOOL

Feedback Policy

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Policy last reviewed by	Adam Thomas
Governing Body Link	
Level of Policy	School level at LGC

Sexey's School Feedback Policy

Meaningful. Manageable. Motivating.

1. Purpose

Feedback at Sexey's should help students improve. It should identify what students have understood, address misconceptions, and guide students towards their next steps.

Feedback should be **meaningful, manageable and motivating**. It should improve learning without creating unnecessary workload for staff (DfE, 2016; EEF, 2021).

This policy distinguishes between:

- **feedback**, which happens routinely as part of teaching and learning.
- **marking of assessments**, which happens at planned assessment points and informs teacher judgement, reporting and curriculum planning.

2. Core principles

Effective feedback should:

1. **Move learning forward**
Feedback should **help students close the gap** between their current performance and the desired learning outcome (EEF, 2021).
2. **Be proportionate**
Teachers are **not expected to provide extensive written feedback on every piece of work**. The method chosen should match the task, subject and learning need (EEF, 2016; DfE, 2016).
3. **Lead to student action**
Students should be given opportunities to **act on feedback** where this will improve learning. This may involve correcting, redrafting, practising, re-teaching or applying feedback to a new task (EEF, 2021).
4. **Support teacher judgement**
Feedback should help teachers **identify misconceptions, adapt teaching and plan** future learning. Effective feedback supports teachers in meeting the Teachers' Standards through adapting teaching to respond to the strengths and needs of all students and making productive use of assessment (DfE, 2021).

This links particularly well to:

- **TS5** – Adapt teaching to respond to the strengths and needs of all pupils.
 - **TS6** – Make accurate and productive use of assessment.
5. **Avoid unnecessary workload**
Feedback should not be judged by the quantity of written marking. It should be judged by its **impact on learning** (DfE, 2016; Ofsted, 2025).

3. Feedback:

Feedback may be:

- verbal feedback during lessons.

- live feedback while circulating.
- questioning and checking for understanding.
- whole class feedback.
- self-assessment or peer assessment.
- written comments where appropriate.
- use of success criteria, rubrics or model answers.

Teachers provide written feedback in **purple pen**, and students respond to feedback in **green pen**.

4. Marking of assessments

Formal assessment marking is different from routine feedback.

Assessment marking should:

- be linked to clear assessment criteria, mark schemes or success criteria.
- identify strengths and areas for improvement.
- inform teacher planning, intervention and curriculum review.
- help students understand how to improve future performance.
- be proportionate to the significance of the assessment.

For GCSE and A Level classes, assessment feedback should help students understand examination requirements, assessment objectives, command words and how to improve responses.

Students should be given time to reflect on assessment feedback and improve, practise or apply it.

5. What teachers are not expected to do

Teachers are not expected to:

- mark every piece of work in detail.
- write long individual comments where whole-class feedback would be more effective.
- evidence every piece of verbal feedback.
- use 'verbal feedback given' stamps.
- complete triple marking.
- respond in writing to every student correction.

6. Use of AI to support feedback

AI may be used by staff to support feedback processes, but it must not replace professional judgement.

Staff may use AI to help:

- identify common errors or misconceptions from anonymised examples.
- generate whole-class feedback summaries.

- produce model answers or improvement tasks.
- create pupil-friendly success criteria.
- draft feedback banks or question prompts.
- reduce workload when preparing assessment feedback.

However:

- teachers remain responsible for the accuracy and appropriateness of feedback.
- student data, names or sensitive information must not be entered into open AI tools.
- AI-generated feedback should be checked carefully before being shared.
- AI should not produce final grades or assessment judgements without teacher review.
- students should not use AI to complete feedback responses unless explicitly directed by the teacher.

AI should be used to make feedback more **meaningful, manageable and motivating** not to increase the volume of feedback expected from staff.

8. Quality assurance

Quality assurance will focus on impact, not quantity.

Effective feedback supports the Teachers' Standards, particularly Standard 5 (adapt teaching to respond to the strengths and needs of all pupils) and Standard 6 (make accurate and productive use of assessment).

Leaders may consider:

- Do students know how to improve?
- Are misconceptions being addressed?
- Is feedback informing teaching?
- Are students responding to feedback where appropriate?
- Are departmental expectations clear and manageable?
- Is feedback practice sustainable for staff?

Work scrutiny, lesson drop-ins and curriculum reviews should not look for one preferred method of marking. They should consider whether feedback is helping students learn more, remember more and improve over time, while supporting teachers in meeting Teachers' Standards 5 and 6 through responsive teaching and effective use of assessment.

This aligns with the Ofsted Education Inspection Framework, which focuses on the quality of education, how well students learn the curriculum, and how schools use assessment to support learning, rather than requiring a specific marking format (Ofsted, 2025).

9. Summary

At Sexey's School, feedback should be:

Meaningful — it improves learning.

Manageable — it is proportionate and sustainable.

Motivating — it helps students know how to improve.

The key question is:

'Has the feedback helped the student improve?'

References

DfE. 2016. *Eliminating unnecessary workload around marking*.

EEF. 2016. *A marked improvement? A review of the evidence on written marking*.

EEF. 2021. *Teacher Feedback to Improve Student Learning*.

Ofsted. 2025. *Education Inspection Framework*.

DfE. 2021. *Teachers' Standards*. Department for Education.