ST GABRIEL'S FEEDBACK AGREEMENT

What do we mean by teacher feedback?

Feedback is information given to students by teachers about their performance in relation to intended learning outcomes. It must aim to, and be capable of, producing improvements in students' learning so that progress is evident and their work demonstrates that learning outcomes have been achieved.

Teacher feedback can be verbal, written or given through means of ICT. The effects of all methods vary and are dependent upon the quality of delivery; it is more important to ensure effective principles of feedback are followed than to worry about the way in which feedback is given.

Why is high quality feedback important?

The Teacher Standards recognise the importance of feedback through standard 6 of making accurate and productive use of assessment. It highlights that teachers should:
'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

The EEF's 'Teaching and Learning Toolkit' shows feedback to be one of the most important teaching and learning strategies capable of having the biggest impact (6 months) on student progress and outcomes.

> "All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. However, not all feedback has positive effects. Done badly, feedback can even harm progress."
> (EEF, 2021)

Three Principles of Effective Feedback *('Teacher Feedback to Improve Pupil Learning', EEF, June 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 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).
2. Deliver appropriately timed feedback that focuses on moving learning forward.	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.
3. Plan for how pupils will receive and use feedback.	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.

Written feedback by teachers:

In addition to our formative feedback strategies (i.e. verbal feedback, live marking, progress checks, plenaries, peer-assessment and self-assessment), each subject will have identified pieces of work for each unit that must receive teacher feedback. Curriculum documentation will explicitly highlight where key pieces of work are to receive written **individual teacher** or **whole class feedback.** Departments may choose to identify key pieces of work with a focus on literacy marking and time may be spent in lessons reflecting on literacy improvements across books.

In addition, each unit of work will include a unit review as a form of summative assessment (printed on blue paper) and we have whole school calendared summative assessments/examinations. Students will receive written individual teacher feedback on all summative assessments.

Teachers are responsible for the progress and attainment of their students and may mark other pieces of work to this end. Key pieces of home learning may also be identified to receive teacher feedback.

Individual Teacher Feedback:

- Teachers will provide written feedback in **red pen** so this is easily identifiable for students.
- School marking codes will be used to identify SPaG errors and presentation concerns (see below). A maximum of 5 spelling errors, focusing on Tier 2 and 3 vocabulary, will be identified and the correct spellings will be written out at the end of the students work. Punctuation and grammar errors will be identified throughout.
- Specific and accurate affirmative comments will be given when appropriate that acknowledge the strengths of students' work.
- Teachers will provide specific and measurable instructions on how to improve with **'Action ='** preceding with a comment. This will likely require students to rewrite all or part of a response, or add something additional to their original work.

Whole Class Feedback:

- Each curriculum area will use whole class feedback sheets relevant to their subject.
- These may identify common whole class strengths and areas for improvement, SPAG errors and misconceptions.
- Whole class feedback will give students the opportunity to reflect on a piece of work and identify actions required to improve.

St Gabriels Presentation Expectations:

Books are to be monitored regularly during lesson and at marking points to ensure that the following standards are adhered to. These standards are communicated regularly with students:

- Clear date and title which is underlined with a ruler
- Begin writing next to the margin
- Use a capital letter to start your sentences and full stops to end
- Write on the lines
- Use a pencil for drawings, tables and diagrams
- Blue and Black ink only for writing
- All handwriting should be legible
- All errors to be crossed out neatly with one line using a ruler

Feedback Codes:

'The LORD is my strength and my shield; my heart trusts in him, and he helps me.
My heart leaps for joy, and with my song I praise him.' (Psalm 28:7)

Feedback must serve to continuously correct, stretch and challenge literacy. It should also reinforce high standards of presentation. The following feedback codes must be used by all teachers. Codes must be situated next to the word / sentence / error you wish students to re-address:

Sp – spelling correction required	**G –** grammar correction required
P – punctuation correction required	**// -** a new paragraph should have started here
C – Capital Letter	**?** – sentence does not make sense / fault in expression
Pres – Presentation needs to be improved	**H** – Legibility of handwriting is a concern
U – Underline dates and titles	

Green Pen Time:

- Following individual teacher feedback and whole-class feedback, students must be given sufficient time in the next lesson to review their feedback, complete SPaG corrections and actions. Spelling errors must be corrected by students x 3 alongside teacher corrections.
- Students must complete corrections and actions in **green pen**.
- Teachers must circulate throughout GPT to ensure students' attitudes, corrections and responses meet our high expectations, including presentation.

Peer and Self-Assessment:

- Peer and self-assessment **must not be used as a substitute for teacher feedback**.
- Students must be provided with clear success criteria to refer to, and this should always be modelled by the teacher so that this serves as a valuable learning exercise.
- Peer and self-assessment should always invite students to provide both affirmative and constructive comments. Students should consistently use the **What Went Well (WWW)** and **Even Better If (EBI)** model.

Responsibilities:

Senior Leaders:

- Remain up-to-date with educational research relating to feedback.
- Collaborate with teachers to review the feedback agreement as required (e.g. through the QoE Working Party established in Summer 2021 and subsequently reviewed in Summer Term).
- Produce and update the feedback agreement, and implement this with all teachers via effective, ongoing training opportunities.
- Adopt a whole-school quality assurance system to assess the consistency and impact of feedback on student progress and outcomes.
- Support Curriculum Leaders in implementing the quality assurance system through Line Management.
- Hold Curriculum Leaders to account regarding their quality assurance of feedback within their subjects.

Curriculum Leaders:

- Ensure the consistent implementation of the feedback agreement across the department/subject area.
- Quality assure the frequency, quality and impact of feedback across the department.
- Provide teachers with opportunities to share good practice through collaborative work sampling.

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- Provide support for teachers who are struggling to provide feedback for impact.
- Hold individual teachers to account where the feedback agreement is not being adhered to.
- Retain examples of standardised, marked work for evidence folders.

All Teachers:

- Be fully conversant with the details of this feedback agreement and participate fully in all training.
- Implement the feedback agreement rigorously and consistently with all classes.
- Reflect on the impact of your feedback on a half termly basis – is it ensuring high standards of presentation, literacy and progress? If not, what needs to change and do you need support?
- Be open to sharing your practice with other colleagues during collaborative work sampling sessions.
- Be prepared for individual work scrutiny to take place with your line managers as part of appraisal.

Updated by the Quality of Education staff working party in July 2026.