

Brixham College

# Whole School Feedback Policy

September 2025

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*Success in learning, success in life.*



## Rationale:

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Previous research suggests that providing feedback is one of the most effective ways of improving students' learning. EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of *six additional months' progress* over the course of a year.

This policy has been adapted and amended from a version which was reviewed by 'The Feedback Working Party 2023' in order to consider staff voice and teacher workload.

## Key Principles:

- To continually address misconceptions or to support student progress
- To ensure that 'Feedback' is one of our Learning Foundations founded on The 6 Principles – 'The Brixham Way'
- To support the development of literacy
- To demonstrate our Values: High Expectations, Leadership, Character, Knowledge and Continuous Improvement

Values	The Brixham Way
High Expectations	Single and challenging Learning Goal demonstrates where learning is sequenced  The presentation of work shows that worksheets are neatly stuck in books and students take pride in their work
Continuous Improvement	Dedicated Improvement and Reflection Time after each assessment  Live Feedback to address misconceptions as they occur throughout a sequence of learning  Formative Feedback is clear, specific and kind
Knowledge	Mastery and GCSE criteria Progress Sheets stuck in the front of books and demonstrates progression  'Do Now' linked to memory retrieval  'Exit Ticket' to demonstrate whether the learning goal has been achieved  Feedback in all subjects support disciplinary literacy
Leadership	Formative Feedback is clear, specific and kind  Self and Peer assessment
Character	Feedback supports all students, such as SEND with Learning Break stickers to indicate if there are any gaps in knowledge  Feedback will have our SEND / PP and HPA students in mind and teachers will consciously check for misconceptions with Live Marking

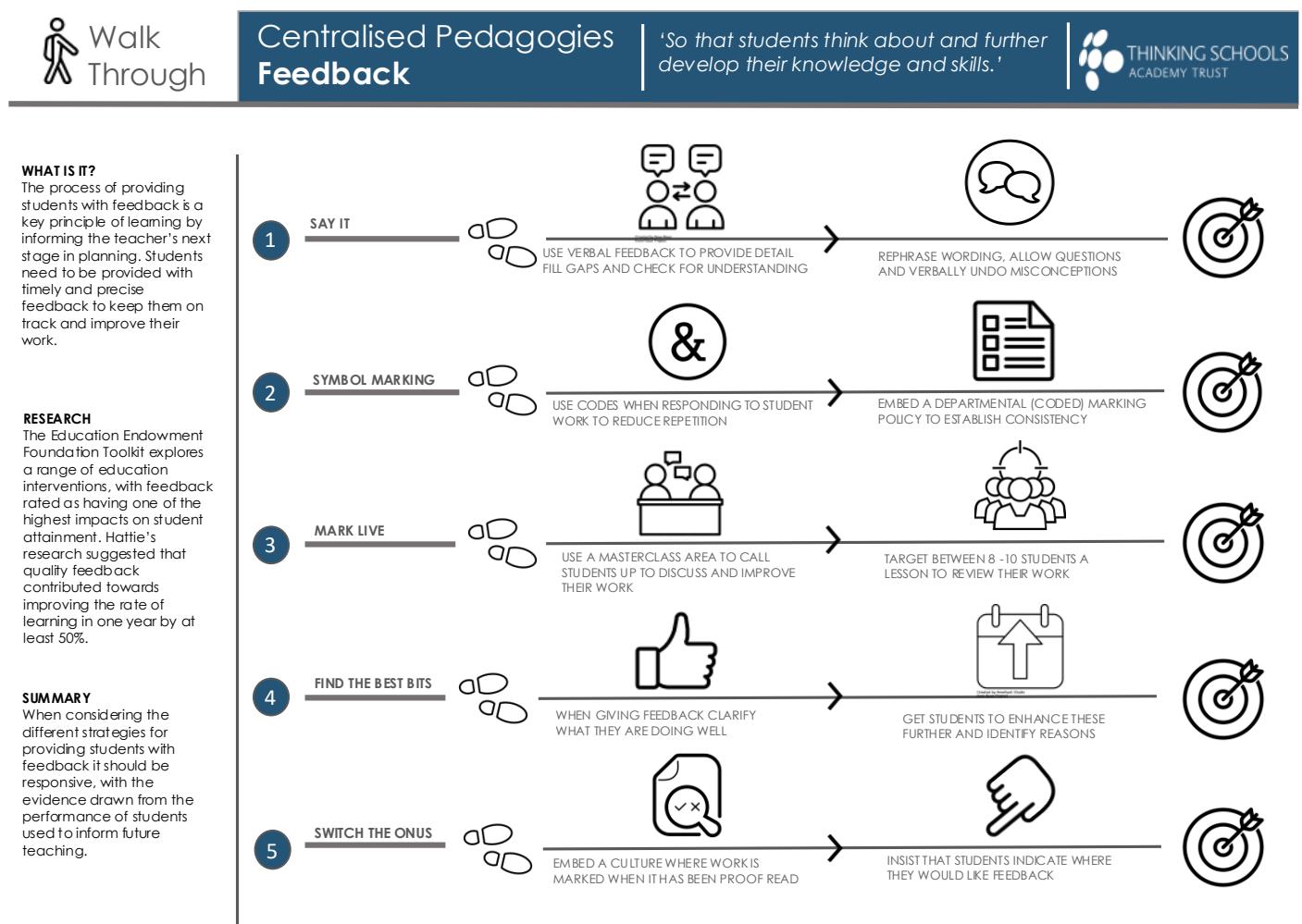
## Aim:

*'The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor'* Dylan Wiliam – Educationalist

Here at Brixham College, we believe that that all students must respond to feedback given by the teacher if they are to make progress or to address misconceptions. Therefore, whenever a teacher provides feedback with a red pen, there must be a response with a green pen by the student (The Green Pen of Growth)

Responses from the students must be meaningful and not superficial, such as *'I must try harder next time...'* A Green Pen must highlight where a student is making progress or addressing their misconceptions.

All of our feedback policy is underpinned by the 'Thinking, Teaching and Learning' walkthrough produced by Jay Davenport.



Adapted from **MAKE EVERY LESSON COUNT** By Shaun Allison and Andy Tharby & the original walk through of Michael Chiles with icons from Noun Project

Stationery used:	Tasks Undertaken
Blue or black pen	Learners work
Red Pen	Teacher feedback
All students to be given a 'The Green Pen of Growth'	Responses to feedback Corrections Responses to Live Marking DIRT Lessons Peer or self-assessment
	
Learning Break Sticker/Stamp	Used when a student misses learning due to having a medical/time out pass.

### **The Brixham Way Summary:**

- ✓ All Learning Goals to be underlined
- ✓ All books have Mastery / GCSE Criteria Sheets stuck in the front of books
- ✓ All books have a presentation and target sticker on the front
- ✓ All 'Do Nows' to be underlined
- ✓ All 'Exit Tickets' to be underlined
- ✓ All subjects correct Literacy errors (especially Capital Letters)
- ✓ All books are neatly presented
- ✓ All student self/peer assessment and DIRT to be completed in green pen
- ✓ All Red Pen responses must be followed by green pen improvements and reflections from the students
- ✓ All books to use a Learning Break Sticker/Stamp to indicate gaps in knowledge

### **Frequency of Feedback**

Subjects to follow the frequency timetable below to ensure that...

- Teachers know how well each student is doing
- Teachers can address misconceptions earlier
- Teachers know whether the work is challenging
- Teachers adapt their planning on the back of feedback given

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Formative Feedback	Next Steps / Progress Made DIRT Self/Peer Assessment/ Live Feedback		Next Steps / Progress Made DIRT Self/Peer Assessment/ Live Feedback		Next Steps / Progress Made DIRT Self/Peer Assessment/ Live Feedback	
Summative Feedback	KO / Low Stake Quiz (student led)	Next Steps / Progress Made DIRT Self/Peer Assessment/ Live Feedback	KO / Low Stake Quiz (student led)	Next Steps / Progress Made DIRT Self/Peer Assessment/ Live Feedback	KO / Low Stake Quiz (student led)	Next Steps / Progress Made DIRT Self/Peer Assessment/ Live Feedback
Subjects with fortnightly lessons (e.g. Drama, Music, Tech, Computer Studies)	N/A	GCSE / Mastery Grade	N/A	GCSE / Mastery Grade	N/A	GCSE / Mastery Grade

## Feedback

### Formative Feedback

Students across all year groups should have a least one formative assessment each half term using Progress Made and Next Steps.

The impact of feedback must be evident and written in green pen with a follow up DIRT time to address misconceptions

Formative feedback should not be given at the same time as a grade

### Summative Feedback

Three times a year, students must be set a summative assessment assessing cumulative knowledge and skills

For KS3 taking into account what students have learnt so far and assessed against Mastery: Emerging, Developing, Mastered and Ambitious

For KS4 and 5 taking into account GCSE exam board marking critiera and a grade given

DIRT time must be set aside to address misconception

### Formative Assessment overview

The purpose of formative assessment is to help students improve through informed and constructive feedback; to encourage students to produce high quality work and to let them know that their effort is valued; to teach students to recognise their strengths and acknowledge the areas which require development; and to remind students that it is fine to make mistakes and that learning from these will enable them to progress in their learning.

Examples of formative assessment, in addition to that normally practised by the class teacher through stamped work, may include verbal feedback and response to questioning, including diagnostic questions; self or peer assessment where clear success criteria has been shared with students; written evaluation; content quizzes and whole class feedback.

## Summative assessment overview

The purpose of summative assessment is to provide students, teachers and parents with an accurate picture of students' current attainment and progress in a particular area. This enables teachers and leaders to assess gaps in student learning and address these through planning, teaching and additional interventions, where necessary.

Examples of summative assessment may include, but are not limited to, the following: mini assessments; end of unit exams; mid-unit assessments; links to assessment grade criteria and retrieval of information.

Teachers should ensure that students who require additional time or resources according to any additional need they may have been given it in each assessment they complete. Assessment will also be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

## Guidance to Feedback

1. To address misconceptions mid-way through a sequence of learning using 'Live Marking'
2. To provide Formative Feedback linked to assessment criteria at the end of the sequence
3. To provide students the opportunity to address misconceptions and make further improvements (DIRT)
4. To peer and self-assessment
5. To support literacy

1. To address misconceptions mid-way through a sequence of learning	<p>All Teachers are to 'Live Feedback' every student in their class.</p> <p>This maybe more frequent with SEND/PP students</p> <p>Red Pen followed by a Green Pen</p> 
2. To provide formative feedback linked to assessment criteria at the end of the sequence	<p><b>Every 6 weeks end of each term for subjects whose lessons are at least weekly, every 12 weeks for subjects which are fortnightly.</b></p> <p>Formative Feedback is specific information given to the student related to assessment criteria in order to move them on. Good feedback should...</p> <ul style="list-style-type: none"><li>• be specific (e.g. <b>"It was good because you..."</b> rather than just <b>"correct"</b> or <b>"You need to improve your complex sentences using subordinating clauses at the start"</b> rather than <b>"You need to improve your sentences"</b>)</li><li>• compare what a student is doing right now with what they have done wrong before (e.g. <b>"I can see you were focused on improving X as it is much better than last time's Y..."</b>)</li><li>• provide specific guidance on how to improve and not just tell students when they are wrong</li><li>• be clear and explain the meaning of Criteria Tick Sheets or Marking Codes with students</li></ul> <p> <b>This is good because you have secured full stop and capital letters</b></p> <p> <b>You need to improve your sentences by adding subordinating clauses. Go back over what we did last lesson!</b></p>

<p>3. (DIRT) To provide students the opportunity to address misconceptions and make further improvements from the Formative Assessment</p>	 <p>No DIRT Lesson means no gap is closed: learning has not moved forwards. This means the time we have spent writing Formative Feedback is wasted time.</p> <p>Without giving up time for DIRT we are not picking up misconceptions, Closing this gap in learning needs to be prioritised before we move on.</p> <p>Teachers must therefore demonstrate their planned 'DIRT Feedback Lesson' using the six principles as guidance.</p> <ul style="list-style-type: none"> <li>• Challenge so that misconceptions are addressed</li> <li>• Explanation on how to improve is clear and differentiated</li> <li>• Practise time is provided in order to master the knowledge or skills</li> <li>• Questions ensure the misconceptions have been addressed in the lesson</li> <li>• Modelled examples of what good practice looks like</li> </ul>
<p>4. To peer and self-assessment</p>	 <p>Self-Assessment can be used for Knowledge Quizzes or Low Stake Quizzes in order to provide instant feedback in the classroom. Peer feedback should be modelled as part of a culture of classroom critique which is kind, specific and helpful.</p> <p>Because students are not the experts, teachers will need to model what this may look like:</p> <p><b>Kind:</b> I really liked the way you.. / It was especially good when you...</p> <p><b>Specific:</b> In the first line / paragraph...</p> <p><b>Helpful (Linked to the success criteria):</b> To improve your X try Y</p>
<p>5. To support literacy</p>	<p>Given the increasing focus on the quality of written communication (QWC) in all examinations with a written component, all teachers should provide feedback on literacy.</p> <p>General Literacy errors:</p> <ul style="list-style-type: none"> <li>• <b>CAPS</b> : accurate use of capital letters (at the start of sentences and for 'I' and for Proper Nouns eg. Brixham; Jane; Oxfam) full stops etc.</li> <li>• <b>\\ Paragraphs:</b> students start a new paragraph for a change of topic, time, place, or speaker in a piece of extended writing.</li> <li>• <b>SP</b> Spelling: mistakes in spelling subject-specific terminology and key words will be highlighted. Ideally, students will be given time to correct the spellings themselves using the Green Pen</li> <li>• <b>GR</b> Grammar: does the writing make sense? Check that the tenses agree – subject/verb eg. I was (not I were), They were (not They was). Draw attention to incorrect word order. Highlight slang expressions to encourage use of Standard English</li> </ul>

## Feedback and Teacher workload

‘Live Feedback’ means not having to over mark books, however thinking about what we ask students to do before they submit a piece of work can also help.

1. Do not accept substandard work.

We need to create and maintain a culture of challenge and **high expectations** in our classrooms. It is therefore important to communicate to students that we will not accept “sloppy” work.

2. Proof reading and editing (**Leadership** by the students).

If we are going to be assessing a piece of written work, then it will be beneficial to give students time to proof-read and correct it. This will cut down on the number of literacy corrections we need to make and can also lead to better content being handed in.

3. Triple Impact Marking.

Triple impact marking could be self-assessment against success criteria, peer assessment against success criteria then finally teacher assessment against success criteria.

4. Pupils use a “pre-flight checklist” when completing their work.

For example, in an Art, students are given seven criteria for a successful portrait of a face. The success criteria were numbered and simply ticked if met or crossed if requiring further attention.

## Seminar Study Feedback

Tutors check for completion of Seminar Study and reward or sanction as required.

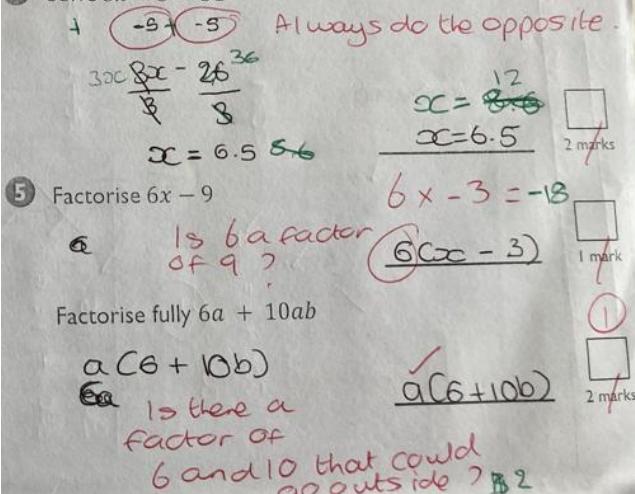
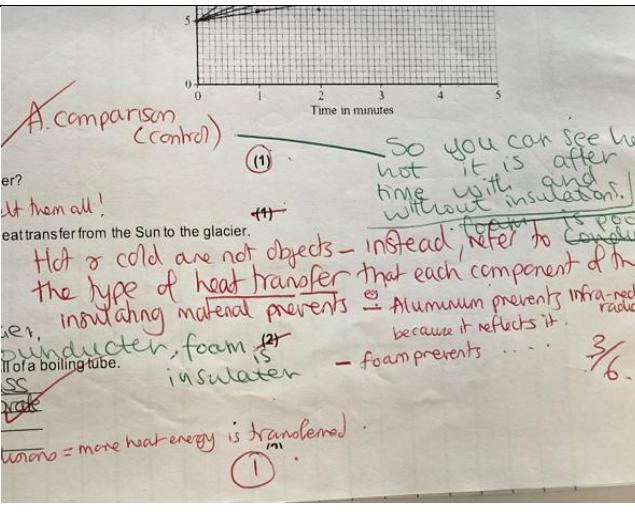
Checking for completion	Each morning Tutors check for completion which is in line with our Seminar Study process.  Once checked, Tutors use the ‘Progress Made’ stamp.
Knowledge Organisers should be referred to and used regularly in lessons by class teachers.	

## Work Sampling

Departments are responsible for checking the quality of feedback in line with our College Quality Assurance. Books are sampled by leaders for two reasons. The first is for Leaders to ensure feedback meets college and faculty expectations. Secondly to monitor sequencing of lessons, challenge and impact of feedback. This element of the book sample will be completed by Leaders and designed to identify strengths and areas of development. Additional learning conversations are conducted at Department level with groups of students and findings will be shared.

Periodically, Leaders will conduct a ‘Deep Dive’ activity to gather evidence to review a particular aspect of provision. For example, looking at the quality of feedback in DIRT lessons. The focus of any deep dive will be shared to inform CPD.

## Examples of Feedback

<h3>Maths</h3> 	<h3>English</h3> <p>Good use of terminology - both language and structural and multiple quotes</p> <p>Develop inference using layers of interpretation and clearly link to relevant context.</p> <p>Content 17/30 SPaG - 3/4 GCSE - 6</p> <p>Monday 27th February 2023 - DIRT</p> <p>Personal target - Use the right terminology (language)</p>								
<h3>Science</h3> 	<h3>Geography</h3> <p>of climate change.</p> <p>Try to name the renewable sources of energy.</p> <p>Model answer: Carbon capture is an effective mitigation strategy used to reduce carbon emissions.</p> <p>This is an advantage as 90% of carbon emissions from the use of fossil fuels from electricity generation and industrial processes can be captured and stored underground in suitable geological reservoirs for long-term storage. This would help slow down the greenhouse effect and its impacts.</p>								
<h3>History</h3> <p>History Marking Sheet May 2023 8A1</p> <table border="1"> <tr> <td>Praise: Detailed examples in work - Nicole, Leon, Josh, Martina, Arabella, Mia C, Olivia J, Holly, Faith, Chloe, Sophia, Jess, Maddie T, Erin, Elsie, Maddie D, Grace B-M</td> <td>Presentation: Underline date/title/LG, keep things tidy (inc. no doodles, no ripping pages out, etc.) - Leon, Josh, Alfie, Summer, Logan, Leo, Gracie, Lois, Elsie, Harvey, Tarly, Mia,</td> </tr> <tr> <td>Detailed Middle Passage stories - Nicole, Josh, Martina, Arabella, Mia C, George, Olivia J, Holly, Faith, Chloe, Sophia, Jess, Gracie, Erin, Elsie, Ashton, Maddie D, Harvey, Grace B-M, Kacey</td> <td>Highlights: Particularly detailed stories with excellent use of examples: - Josh, Martina, Mia C, Arabella, Olivia J, Holly, Faith, Chloe, Sophia, Jess, Erin, Elsie, Kacey</td> </tr> <tr> <td>Missing/Incomplete Work: Alfie, Summer, Logan, Leo, Lois, Harvey, Tarly, Olivia G, Mia</td> <td>DIRT Activity: Summarise the Middle Passage journey in 7 lines, aiming to include all the key events that could occur.</td> </tr> <tr> <td>SPaG - copy out 3 times each: slavery Slavery slavery slavery whipped</td> <td>Africa Africa Africa Africa punishment punishment punishment</td> </tr> </table>	Praise: Detailed examples in work - Nicole, Leon, Josh, Martina, Arabella, Mia C, Olivia J, Holly, Faith, Chloe, Sophia, Jess, Maddie T, Erin, Elsie, Maddie D, Grace B-M	Presentation: Underline date/title/LG, keep things tidy (inc. no doodles, no ripping pages out, etc.) - Leon, Josh, Alfie, Summer, Logan, Leo, Gracie, Lois, Elsie, Harvey, Tarly, Mia,	Detailed Middle Passage stories - Nicole, Josh, Martina, Arabella, Mia C, George, Olivia J, Holly, Faith, Chloe, Sophia, Jess, Gracie, Erin, Elsie, Ashton, Maddie D, Harvey, Grace B-M, Kacey	Highlights: Particularly detailed stories with excellent use of examples: - Josh, Martina, Mia C, Arabella, Olivia J, Holly, Faith, Chloe, Sophia, Jess, Erin, Elsie, Kacey	Missing/Incomplete Work: Alfie, Summer, Logan, Leo, Lois, Harvey, Tarly, Olivia G, Mia	DIRT Activity: Summarise the Middle Passage journey in 7 lines, aiming to include all the key events that could occur.	SPaG - copy out 3 times each: slavery Slavery slavery slavery whipped	Africa Africa Africa Africa punishment punishment punishment	<h3>MFL</h3> <p>Next Steps: Recap test using cramming booklet. Add complexity using digital classroom resource "5 is a magic number"</p> <p>Je vais manger des pâtes et des tomates.</p> <p>Excellent improvements - well done</p>
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## Sociology

A good effort Rebecca 



Emmie you make references to those key concepts of class, gender & ethnicity

8/12 17.



I think I did fine but timing is an issue. As long as I knew what I was writing I could do it quite well. I need to add more things but I'd feel like I was repeating myself.

Another external factor could be class streams. This is when students are separated into different streams / classes based on their abilities. A student in a lower class could

## Art

Ambitious Target Grade:	Student response
Date: 06/02/23 A O: Grade: 4 Effort:  G  RI I like the fact that..... You have a general response to her work and have expressed your intention. Next steps: More detailed analysis of one photo and the meaning or interpretation.	thank you I will add more about how the image comes across and how its edited
Date: 20/03/23 A O: Grade: 6 - Effort:  G  RI I like the fact that..... You have some fantastic images that show intent. Well done! Next steps: Select relevant ones to produce experiments.	thank you - OK

## P+E

That sounds really hard! Some things can be difficult even with a learning family. Thank you for sharing this very candid account of family life in 21st Century



T10 Develop the depth and detail of religious ideas, teachings & quotes  
T14 Develop exam technique within parts (6-8)



110 - Write more of how this will affect a Christian child  
14 - Practice in lesson

## Travel and Tourism



Will they always be

constructive? no they will not always be  
will destructive waves

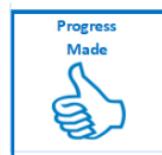
be useful in moving material?

destructive waves would be useful as they can grab the larger things that the constructive waves can't

## Design & Technology

Date: 16/1/23 A O: 1/2 Grade: Effort:  G  S  RI I like the fact that..... you are developing your ideas through modelling & 3D work. Next steps: Produce 6/10 ideas for your light - initial design thought. You can then investigate your favourite 3 for development	I have made a model out of cardboard, wire and styrofoam. I have drawn out different ideas.
Date: 16/1/23 A O: 1/2 Grade: Effort:  G  RI I like the fact that..... You are producing high quality 3D models Next steps: Explore an increased range of design approaches/ideas + model them	I plan to begin a new model with improved ideas.

## Music



You have completed your two skills audits and created a development plan following this.

You have summarised your progress with good detail in your Milestone 1 review.

Your Powerpoint file is logically set out to contain the theory of the areas that you are looking to develop. You have explored in detail the ideas of extended chords and music technology.



You will need to create a tutorial video to go with the cables slide where you show how to set up microphones/speakers/amplifiers etc. There are a few others in the same situation so I will go through that with you one lesson.

You will need to add more screenshots to the section about panning to show your understanding of how to do this in soundtrap. Or you could create a tutorial video instead.

## My action plan

I'm going to record some videos and take some photos to show how to do panning, set up equipment with cables  
I will finish off the last few slides and then I should be done with the development plan

## Food

and add some salt **why?**

To increase the flavour

### Unit 1



Next lesson  
write these into  
sentences +  
explain their  
functions. use  
the writing frame  
to help.

Carbohydrates - gives you ~~energy~~ energy  
proteins - helps your digestive system

Proteins - ~~muscle~~ muscle growth & repair

Fats & oils - They make you warm.

Cushions the internal organs

