



WRITTEN FEEDBACK POLICY

September 2026

Introduction

This policy applies to the whole school and aligns with the latest ISI framework, which emphasises pupil progress, formative assessment, and evidence of impact. Feedback is a key driver of learning and achievement. Written feedback, whether handwritten or digital, must be clear, specific, and actionable, supporting pupils' academic and personal development. It should inspire confidence, promote engagement, and inform future teaching. The school's approach to providing written feedback aims to be effective, sustainable and time efficient for both pupils and teachers.

Principles

- a) Feedback will mostly be formative, specific, and linked to clear success criteria.
- b) It should identify strengths and next steps, ensuring pupils understand how to improve.
- c) Feedback needs to be inclusive, supporting SEND/EAL learners and accessible across digital platforms. To achieve this, feedback methods are adapted (e.g. use of visuals, simplified language, digital tools) to ensure that this is consistent.
- d) While feedback will primarily take the form of formative comments that support ongoing progress, there are occasions—such as formal assessments or exam conditions—when summative grades are required.
- e) Pupil response is regularly encouraged and monitored to evidence impact.

Procedures

- Teachers and pupils use consistent, recognisable conventions agreed within departments. When providing digital feedback, highlighting tools may be used or annotation tools. The use of digital technology allows for more immediate feedback for example through the use of OneNote.
- Opportunities for Directed Independent Reflection Time (DIRT) is built into lessons or homework.
- Corrections distinguish between mistakes and misconceptions, using prompts and coded feedback where appropriate.

Monitoring & Evaluation

Subject leaders, Assistant Heads for Teaching and Learning and SLT will regularly review feedback quality and pupil engagement through work scrutiny and lesson observations.

Evidence of pupil progress and response to feedback will be documented and analysed to ensure compliance with ISI expectations.

Common symbols and marking tools are used to ensure feedback is clear, consistent, efficient, and easily understood by all students.

POLICY CONTROL - WRITTEN FEEDBACK POLICY

Status & Review

Statutory policy or document	No
Publish on school website	Yes
Review frequency	Every three years
Approval date	September 2026
Review date	September 2029

Version Control

Author	Creation / Revision Date	Version	Status
Head of Junior School (TW)	December 2025	1.0	Final approved version for publication. Full review
Executive Assistant (TA)	September 2026	1.1	School name changed to The Newcastle School