

Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,
' Let your light shine before others, that they may see your good deeds and glorify your Father in
heaven.' Matthew 5:16

Feedback Policy

Date adopted by Governors:	September 2026
Date for policy review:	September 2027
Person responsible for review:	Headteacher
Signed by Chair of Governors	<i>L. Brannelly</i>



Aims

At Shottery St Andrew's CE Primary School, we recognise that feedback is an integral part of the teaching and learning cycle. It is through effective marking and feedback that children receive about their work that enables improvements and encourages further development. We are mindful also of the workload implications of written feedback, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Roles and responsibilities

The class teacher has overall responsibility for the progress, assessment and attainment of every pupil in their class. Teachers are expected to have a secure understanding of what each child knows, can do and needs to learn next.

Teaching assistants play a valuable role in supporting pupils' learning and may provide verbal feedback during lessons. However, teaching assistants should not be expected to undertake detailed marking or assessment on behalf of the class teacher. The responsibility for evaluating pupils' work, identifying misconceptions and planning next steps remains with the class teacher. Where teaching assistants have supported learning, they should communicate any significant observations or misconceptions to the class teacher to inform future teaching and feedback.

Feedback in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments where appropriate).

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Marking and Feedback Expectations

Every child's work will be acknowledged in some form by class teachers. This may be through simple ticks (in green pen) or through the use of highlighted examples of work. Due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books. A lengthy next step comment is not necessary and congratulatory feedback is not required.

However, all basic skills errors must be marked in pink pen, including spelling of high frequency words and statutory words, basic punctuation errors and grammar. Children should be given time daily to edit/improve their work using their purple pen.

Teachers are required to identify the successes and areas for development using the agreed procedure:

Adults tick or write successes in green pen or highlight examples of work in green.

Highlighting the learning Intention or title.

Where a child:

- a. has achieved the L.I. and is well-prepared for the next stage in learning highlight in green.
- b. needs further class practice to consolidate the L.I. highlight in yellow/orange.
- c. requires further support highlighted in pink

Writing

- Age-appropriate spelling errors should be corrected at the point of teaching using pink pen so that misconceptions are addressed immediately.
- Verbal feedback should be used regularly throughout lessons to enable pupils to make immediate improvements.
- Pupils will respond to marking and feedback using purple pen.
- Once every half term, each pupil will receive one detailed written feedback comment in writing for their half term 'big-write'. This should identify strengths and provide a clear next step for improvement. Following this feedback, pupils will edit and improve their work before producing a final polished version in their Portfolio Book.

Mathematics

- Verbal feedback should be used regularly throughout lessons to enable pupils to make immediate improvements.
- Pupils will respond to marking and feedback using purple pen.
- Children are encouraged to mark their own work where appropriate to develop independence and self-assessment skills.
- Fluent in Five should not simply be self-marked. Teachers are expected to review and mark this activity with pupils as part of whole-class teaching, using errors to address misconceptions and reinforce learning.
- Verbal feedback should remain the primary method of feedback during maths lessons.

Pupil Response

- Pupils should be provided with daily opportunity to respond to feedback in writing, maths and topic.
- Purple pen should always be used when editing, correcting or improving work following teacher feedback.

Monitoring

To ensure consistency across the school and support continuous improvement:

- Senior Leaders will undertake regular book looks to monitor the quality and consistency of feedback.
- As part of ongoing school improvement, three books will be selected at random each week from across the school to ensure that marking and feedback are being implemented in line with this policy.
- Findings from book looks will be shared with staff through supportive feedback and, where appropriate, inform whole-school professional development.
- Subject leaders may also review books as part of their monitoring responsibilities.

Where monitoring identifies that this policy is not being implemented consistently, the member of staff will receive support and guidance from their line manager or a senior leader. A follow-up book look will take place to ensure that the agreed actions have been implemented. Continued failure to meet the expectations of this policy may be addressed through the school's performance management or capability procedures, where appropriate.