



Reviewed on:	October 2024
Next Review:	October 2025
Staff Responsibility	Deputy Head
Governor responsibility	FGB
Signed by Chair	

Feedback Policy

We believe that feedback should focus on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Principles

Feedback should help pupils to:

- Understand what they have done well
- Understand how to improve
- Make visible signs of improvement/progress in subsequent lessons

Feedback should help teachers to:

- assess the depth of children's understanding
- support the planning of further lessons
- adapt planning to address misconceptions

When to feedback:

Feedback should be given during, or as soon as possible, after the completion of the task and always before the next session.

What to feedback:

Feedback should mostly be focused on the learning objective, but errors with spelling and grammar should also be addressed as appropriate. For example, it would be expected that topic vocabulary, common exception words (stage appropriate) and grammar that has been previously taught, should be identified to be corrected. During the writing process, feedback should be given on pieces before the children write their drafts.

How to feedback:

- To indicate complete success in the learning, highlight in **green** the title/learning objective.
- Where the child has not met the learning objective, highlight this in **pink**.
- In writing, you may use a mixture of prompts to ensure all pupils understand how to improve: **questions, reminder, scaffolding, example**.
- For closed tasks, where there are right or wrong answers, use ticks for correct answers. Dot the incorrect answers if amending these is necessary for progress to be made.
- If appropriate, write a short comment at the bottom of a piece of work, ensuring it is clear, concise and focused on the learning objective. A secondary comment can be made which focuses on errors which are on-going and specific to that child, in books or on post-it notes and explained if necessary.
- For KS1, corrections of phonics and spellings of common exception words (stage appropriate), and the formation of letters should be modelled on a post-it note and dated. The post-it note should then be moved to the following page for the next piece of work as a reminder. Highlight **green** or tick once the target has been achieved independently.
- When all of the answers are correct, it is appropriate to add a prompt to provide extension and challenge.

Marking Codes:

At the top of a piece of work in a small circle:

I – independent

G – pair or group

M – moderate amount of support

H – high amount of support

IC – independent challenge (KS1)

AI – adult initiated (EYFS)

CI – child initiated (EYFS)

If different sections within the work have had a differing amount of support this should be indicated.

Within the work:

VF (Verbal Feedback) - followed by a word or phrase e.g. powerful adjectives. This is to help both the pupil and teacher to remember what was discussed so the work can later be checked for visible signs of improvement.

~ - wavy line underneath – this does not make sense/needs attention

Sp/P/CL – written in the margin on the line with the spelling/punctuation or capital letter error for the child to independently identify, correct and practise (as appropriate).

Additional codes for EYFS and KS1:

_____ - underline common exception word errors or the incorrect grapheme for the child to correct if appropriate (KS1)



- correct spelling of common exception words



- correct graphemes within a word in early writing

We would expect these marking codes to be used for work in phonics, reading, writing and maths by all teaching staff. Any member of staff marking work who is not the class teacher should initial their marking. Adults mark in green and children mark in purple (KS2) or coloured pencils (KS1).

If the work has been assessed and learning needs to be readdressed in the near future, NL - next lesson, should be written at the end of the piece of work.

A written comment may also be added for KS2 children where appropriate and necessary.

Pupil Responses:

On key pieces of work (in books or digitally), where marking is more detailed, each child will have a written comment which will either be an improvement prompt or an extension prompt. Children will need to be given time to respond to these written comments, as soon as possible after feedback.

Modelling to the children how to reflect on and respond to feedback will further enhance the impact it will have on learning. It is particularly important to spend time doing this in September.