Feedback Policy

Date adopted	Body
September 2026	Local Governing Body
Next review date:	September 2027

Feedback Policy

This policy should be read in conjunction with our Assessment Policy.

Introduction

Feedback is an integral part of assessment. Our system of feedback and marking is consistent and continuous across each key stage within our school.

'Providing *written* feedback on pupils' work has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. This is not to say that all marking should be eliminated, but that it must be proportionate'. *Eliminating unnecessary workload around marking' - Report of the independent Teacher Workload Review Group.*

The EEF's recommendation and those of DfE's focus groups emphasise that marking should be: '*meaningful, manageable and motivating.'*

Feedback In Practice.

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

1. **Live feedback** - at the point of teaching after assessment for learning (AFL).

2. **Summary feedback** - at the end of a lesson/task

3. **Next lesson feedforward** - further modelling to show what the teacher wants/expects; further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished.

4. **Summative feedback** - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

These practices will be seen in the following stages:

Type	**What it looks like**
1. Live Feedback	● Takes place in lessons ● Addresses misconceptions through 1:1 or small group support ● Redirects the focus of teaching or task ● Adult marking a pupil's work to support progress ● Peers evaluating each other's learning and offering suggestions. ● Often given verbally to pupils for immediate action ● May involve the use of support staff to provide support or

	further challenge.
2. Summary Feedback	● Takes place at the end of a lesson or activity, ● Provides an opportunity for evaluation of learning in the lesson ● May take the form of self or peer-assessment against the success criteria ● Will include teachers check marking work. ● Informs teachers planning and future lessons
3. Next lesson Feedforward	● Takes place at the beginning of a lesson. ● Purple Pen Point - pupils use a purple pen to respond to feedback from the previous lesson (including responding to an in-depth mark) ● Teachers provide whole class feedback using a feedback slide ● For writing in particular, often part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proofreading and editing their work
4.Summative Feedback	● End of unit tests, low stakes quizzes or summative assessments. ● Will guide teachers for any intervention that may be required.

These 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.

Next lesson 'feedforward' marking will only lead to written comments when required, and only for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children live in lessons or at the next appropriate opportunity and are evident from the symbol 'VF'

Whole Class Feedback: Check marking

In-depth marking a set of books can take a long time; checking books, on the other hand, is a quicker way of achieving the same goal - teachers knowing what children can and can't do and what they need to learn next. Therefore, checking children's work is more important than putting written marks on it.

Children are keen to know that their work has been seen by their teacher and it is always important to acknowledge this (highlighted).

When checking books rather than marking books, it is the reflections teachers make, the plans that are tweaked and the mini interventions that are prepared for the next lesson that really

make an impact on that child, group or whole class and their learning. During the checking process, written comments or verbal feedback is only required if a pupil has not achieved the intended learning.

Whole Class Feedback: Written Feedback
In KS1 and KS2, written feedback should only be used when appropriate and for those children who are able to read and respond independently. For the children that are able to respond, teachers should provide in-depth written feedback once a week in English and maths books. The written feedback can either be a 'Next step' or a 'Challenge'.

Marking and Feedback Procedures

- All learning objectives are highlighted in **pink (achieved) or green (not achieved)** after **every** lesson.
- All teacher marking in **green pen**
- Use a tick for correct or a dot for incorrect.
- Pupils responses/corrections in **purple pen**
- Verbal feedback given is shown with the symbol **VF**
- **Live marking during the lesson** to be used where possible.
- **Knowledge Organisers** to be shared at the start and end of each unit in all subjects.

- **Maths and English**
  - In English, success criteria is highlighted for all written pieces of work
  - In maths, live marking is used consistently during lessons. Any answers can be marked through peer or self-marking in purple pen or by the teacher in green pen
  - 1 piece of subject specific written feedback per week for both English and maths (for children that can understand it) including next steps / challenge questions.
  - Children respond in purple pen – Y1-Y6. This can include self or peer editing.
  - If a child does not meet the learning objective, verbal or subject specific written feedback must be provided.
- **Writing**
  - Our writing structure follows a 3 week cycle.
  - Normal check marks and weekly 'in-depth' marking should be used for the first two weeks.
  - During the 3rd week, 'independent writing', teachers give general whole class feedback and support but do not give any individual marking or feedback on drafts. Pupils use purple pens to self or peer edit their draft.
  - A full in-depth mark should take place once the focused write has been completed. This ensures work in focused writing books is independent.
- **Focused Write**
  - All final versions of Focus Write to be marked by the class teacher against the relevant year group writing assessment framework

- Work is highlighted in pink to show where there is evidence of where an objective has been met.
- A teacher *may* add a positive comment, sticker or similar to give the child praise for their work.
- The objectives that have been met are highlighted under the relevant date on the assessment grid.
- On the assessment grid, a 'T is put in line with a relevant objective, in the next column over, to show which objectives are targets for next time
  - 1 target in KS1
  - 2 targets in Year 3 and 4
  - 3 targets for Year 5 and 6
- In the following week, these targets are copied onto target sheets in English book (KS1 - stickers, KS2- children to copy targets)
- During the next focused write mark, T's should be highlighted pink to show if they have been met.

- **Science, Geography, History, RE. Art, D.T and Spanish**
  - All book work to be acknowledged with pink or green highlighter.
  - Any green highlighting must also show evidence of teacher feedback (VF / comments that the child responds to in purple pen).
  - Whole class verbal feedback is given at the beginning of each lesson, accompanied by a feedback slide.
  - Purple Pen Points are used where appropriate.
  - All written composites must be marked in depth in line with English writing marking expectations.
- **Other Foundation Subjects (PSHE, Computing, Music, P.E)**
  - Feedback is given by whole class verbal feedback.
  - In Computing, any individual work on Google Classroom is marked using Google Classroom. If the learning intent is not achieved, verbal feedback is given (VF written in the comment box) or a comment is written which the child is expected to respond to.
  - There is no expectation for teachers to mark 'Jigsaw Journals' (PSHE) as these are individual reflection journals.
- **Support Staff**
  - Support staff must use a green pen when writing in pupil's books.
  - Support staff should add a (S) an (I) to show where they support pupils.
  - If supported is for an extended period of time (e.g. full lesson) Support staff should add a comment to describe how the pupil was supported, including any additional resources used.
  - Any comments must be written in cursive handwriting, with correct spellings and grammar.

- When (S) is used, or a comment is written, support staff should add their own initials.
- If support staff highlight the learning objective at the end of the lesson, they should also add their initials next to the highlighter.

- **Covered Lessons**
  - It is the reasonability of the cover teacher to mark work completed during their lesson.
  - Marking must follow the same procedures as class teachers.

Written Feedback Guide

At Dallow, we have high expectations and insist on accuracy in all pieces of writing, regardless of subject or ability. To help the children achieve this, we have developed a marking guide for written feedback. Any errors should be corrected by the pupil in purple pen. This guide should be used when in-depth written feedback is given.

Error	Correction
Capital letters - **First 3**	Highlight in green
Punctuation marks - **First 3**	Highlight in green
Spelling errors –high frequency words appropriate to the child - **First 3**	Circle word and correct in margin if required.
Sentence errors	Missing words - ^ If a sentence does not make sense, underline it with a wiggly line New Paragraph needed - //

Strategies To Support Effective Feedback

To support effective feedback, the classroom environment must be open, flexible, friendly and positive - a place where children are not afraid to ask questions or admit mistakes. Teachers must consider their classroom layout carefully so that teachers and support staff can deliver whole class, group and individual feedback effectively.

A range of strategies/approaches should be used to ensure children receive high quality feedback at the point of teaching/learning. For more detail, please see the 'Teaching and Learning' policy.

Appendix 1

Book Presentation Expectations

All books should be respected and looked after.

Book Covers

1. All books should have a plastic cover
2. All books should have a typed name label
3. No doodling / decorating of the label or book
4. Jigsaw Journals have the Jigsaw Journal cover
5. The children's guide (marking and presentation) is stuck on the inside front cover.

Sheets

1. Sheets are trimmed to fit the page without any overhang.
    a. Trim off any logos such as Twinkle
2. Children stick the sheets in neatly - support, supervise, monitor (no loose sheets)

Children's presentation

1. Pencils are used in EYFS and KS1.
2. Pencils are used in maths books and for all drawing.
3. Black handwriting pens are used in KS2 (Yr 3 to give pens out as children are ready)
4. Children edit and respond to feedback in a purple pen.
5. Colouring pencils are used in books. No felt tips directly into books.
6. Knowledge organisers are stuck in at the start of each unit
7. Date and learning objectives are underlined with a ruler on the left hand side. (Date on the first line, LO underneath).
8. When used - LO / Success Criteria stickers are stuck on the left hand side.
9. Handwriting is a consistent legible size. Year 2 -6 use joined handwriting.
10. In maths books - 1 digit per square.
11. In maths books - margin drawn 2 full square width (Yr 2+)
12. Mistakes or edits should be neatly crossed through with a ruler - no scribbling or doodling.

Adult's presentation

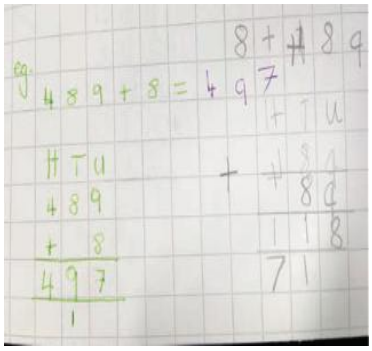
1. Learning objectives are highlighted in pink or green. ('LO' can be highlighted rather than the full learning objective)
2. Adults write in green pen.
3. Adults' writing is neat, joined and reflects the school handwriting font.
4. Adults' writing is correctly spelt and punctuated.

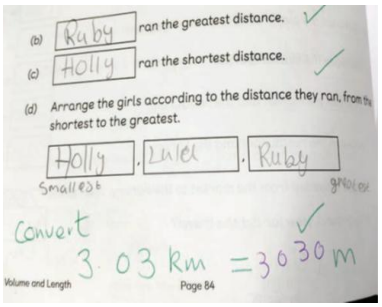
Appendix 2 - What My Teacher's Marking Means

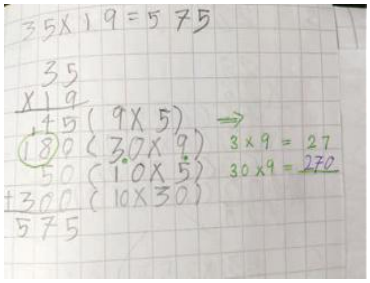
Taken from the children's book presentation guide

What My Teacher's Marking Means					
Pink highlighter	When I have done something well	Green highlighter	When I need to improve	Green comment	My next step or challenge
S	I had help from an adult	VF	An adult has spoken to me about my work	Circled word	I need to correct a spelling
//	I need a new paragraph	Wiggly line	Part of work does not make sense.	^	I am missing a word

Appendix 3 - Examples of Live Feedback



Example of using live feedback to give a written model	
Example of using live feedback to challenge	

Example of using live feedback to scaffold understanding	
Example of self-assessment in writing using success criteria	