Matthew Arnold Primary School

Feedback Policy

Date: October 2026

Review date: October 2027

At Matthew Arnold Primary School, marking and feedback are integral to effective teaching and learning. The purpose of feedback is to help pupils understand what they have done well, identify areas for improvement and know what they need to do next.

Our approach is informed by evidence-based practice and prioritises impact on pupil learning rather than the quantity of marking. Feedback should be purposeful, manageable and appropriate to pupils' age, needs and stage of development.

Marking and feedback should:

- improve pupils' learning, progress and independence;
- be clear, specific, timely and actionable;
- be appropriate to pupils' age, stage and individual needs;
- be linked to learning intentions and success criteria;
- identify strengths, misconceptions and next steps;
- provide pupils with opportunities to reflect, respond and improve;
- promote self-assessment, reflection and independence;
- inform subsequent teaching, planning and intervention;
- recognise achievement and effort through appropriate praise;
- involve all adults working with pupils;
- use a range of approaches according to what will have the greatest impact;
- be manageable, proportionate and sustainable for staff;
- be accessible and understood by pupils;
- be consistent across the school while allowing professional judgement;

Approaches to Feedback

Teachers and support staff will use the approach that is most appropriate for the learning and the needs of the pupils.

We use a range of strategies, at the point of learning, to identify gaps in pupil learning and to address them before the next lesson or to inform future planning. This may include:

Teachers will always ensure correct / incorrect work has been addressed. This includes spellings of dates / titles and correct handwriting and number formation (including ascenders / descenders).

Verbal Feedback

Verbal feedback is often the most immediate and effective form of feedback, particularly when it enables pupils to address misconceptions during the lesson.

Staff should:

- identify what the pupil has achieved;
- explain how they can improve;
- check that the pupil understands the feedback;
- provide an opportunity for the pupil to act upon it.

Frequency of Feedback

- All work will be acknowledged as right or wrong with a tick or dot.
- Verbal feedback will be given daily using marking code symbols
- English will be 'deep marked' after every independent, extended piece, using success criteria
- Where marking could not be achieved within the lesson, staff must mark outside of the lesson to gather assessment for future learning

Written Feedback

Written feedback should be used where it adds value to learning. Comments should be concise, specific and actionable.

Written feedback may:

- identify a misconception;
- reinforce successful learning;
- provide a next step;
- prompt further thinking;
- direct pupils to improve or edit their work.

Teachers are not expected to write extensive comments in every book or on every piece of work.

Whole-Class Feedback

Whole-class feedback may be used where common strengths, misconceptions or areas for development have been identified.

Teachers may:

- identify common misconceptions;
- revisit or reteach learning;
- celebrate successful learning;
- provide whole-class improvement tasks;
- adapt subsequent teaching.

Self and Peer Assessment

Pupils should increasingly be taught to evaluate their own and others' learning. This develops independence, reflection and metacognitive skills.

Self and peer assessment should be:

- explicitly taught;
- age appropriate;
- based on clear success criteria;
- supervised and modelled where necessary.

Feedback and Pupil Response

Feedback is most effective when pupils have the opportunity to act upon it.

Teachers should provide appropriate opportunities for pupils to:

- correct errors;
- respond to questions;
- improve or edit their work;
- practise a skill;
- explain their thinking;
- apply feedback to subsequent learning.

Feedback should therefore be viewed as part of the learning process rather than an additional activity following learning.

Early Years Foundation Stage

In EYFS, feedback is predominantly immediate, verbal and interaction-based.

Adults will use high-quality interactions to:

- extend children's thinking and language;
- model vocabulary;
- address misconceptions;
- scaffold learning;
- encourage children to reflect and respond;
- celebrate achievement.

Written marking will be limited and appropriate to the developmental stage of the child.

SEND and Individual Needs

Feedback should be adapted to ensure that all pupils can understand and act upon it.

For pupils with SEND, staff should consider:

- the pupil’s communication and language needs;
- appropriate scaffolding;
- accessible language;
- visual prompts where appropriate;
- additional processing time;
- individual targets and next steps.

Feedback should support pupils to become increasingly independent rather than creating unnecessary dependence on adult support.

Role of Feedback in Assessment

Marking and feedback form part of the school’s wider assessment process.

Teachers use feedback alongside:

- formative assessment;
- questioning and observation;
- pupil voice;
- work scrutiny;
- assessment information;
- professional dialogue.

This information is used to identify misconceptions, adapt teaching and provide targeted support or challenge.

Consistency

The school will establish shared expectations for:

- presentation;
- agreed marking symbols and codes;
- feedback approaches;
- pupil response;
- assessment recording.

However, consistency does not mean that every piece of work must be marked in the same way. Teachers retain professional judgement about the most effective feedback approach for the learning and the pupil.

Marking secretarial errors/misconception

We will use our marking symbols to immediately address basic skills taught previously/ previous years. For example: capital letters full stops, capital letters for days of the week (in the date), letter formation, previous phonic sounds/spelling rules previously taught. This is to ensure we are addressing and plugging gaps in learning before they become a habit and having high expectations of the children.

Marking in books across all areas of the curriculum – Y1-6

All work will be marked with ticks or dots to indicate whether it is correct or incorrect. This will be in green pen (teacher) or purple pen (self-marking by pupil) and will mostly be done throughout the lesson.

Children will correct their work with a purple pen, there should be evidence of children correcting their mistakes to show they understand where they went wrong across all areas of the curriculum.

Accuracy of subject specific knowledge and spellings are focussed on within foundation lessons and any misconceptions will be addressed using marking codes.

SP will be used to correct, subject specific language only, across the curriculum.

Monitoring and Evaluation

The impact of marking and feedback will be evaluated through the school's monitoring cycle, including:

- learning walks;
- book/work scrutiny;
- pupil voice;
- lesson observations;
- assessment information;
- professional dialogue.

Monitoring will focus on whether feedback is improving pupils' learning, rather than checking the frequency or volume of teacher marking.

Workload

Matthew Arnold Primary School recognises that excessive marking can place an unnecessary burden on teachers and reduce the time available for planning, teaching and professional development.

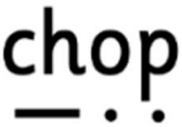
The school therefore promotes a high-impact, low-workload approach. Staff should prioritise feedback that is most likely to improve learning and avoid unnecessary written comments where verbal, whole-class or pupil-led approaches would be more effective.

Appendix 1

Writing

During writing lessons, all classes use their individual Ready, Steady, Write sentence checkers to self – assess their own writing. These are year group specific, unless adapted by the teacher for specific children.

E.g. Year 1 Sentence Checker

				
correct letter size and shape	finger spaces	sound out words	punctuation	read aloud

In KS1 and KS2, children will receive a 'quality mark' in English, for every extended piece, with clear objectives taught in the unit and areas to improve outlined for the child.

All classes use writing success criteria:

Writing Success Criteria

Objective	How did I do?
My writing will be even better if I:	
• • •	

Whole Class Feedback Sheets

The teacher conducts a review of children's work within the lesson, identifying common misconceptions, recurring strengths, and areas requiring further instruction or practice

Whole Class Feedback

Date: **Year group/class:**

Strengths observed/ WAGOLLs to share:	**Common misconceptions/ gaps to plug:**
General presentation/ spelling errors to address:	**Pupils identified for further support:**
Whole class next steps:	

Intervention Sheets

Intervention sheets are used to record, track, and review additional support needed at the point of learning and identify pupils who require targeted intervention. They outline the specific learning needs identified, the actions taken by staff, and the outcomes for each pupil. The sheets ensure that interventions are purposeful, consistent, and monitored over time.

Intervention Sheet

Date:	**Year group/class:**
Pupils in group (initials):	**Aim of the intervention:**
Pupil assessment:	● Objective not achieved – think again! ✓✓ Objective achieved – well done! ✓● Objective partially achieved – more support needed
Further notes for teacher:	

Feedback Guidelines

Live and written feedback codes

In all books across the curriculum, the following marking symbols will be used when giving feedback to pupils. Lessons will have clear objectives to support this.

Symbol	Meaning
S	The child has been supported and this is not independent work
●	Objective not achieved – think again!
✓✓	Objective achieved – well done!
✓●	Objective partially achieved – more support needed
SP	Incorrect spelling – must be edited with purple pen
○	Something is wrong – figure out what, and edit it with purple pen.
VF	Live feedback given – staff/pupil write in margin as a reminder

***sp**

- Spelling written in the margin - pupils copy 3 times.
- If sp is indicated over a word it is an editing and improving focus for the pupil. This strategy is used for high frequency / previously taught words.