

# **Matthew Arnold Primary School and Dingle Lane Children's Centre**



## **Feedback Policy**

Date: November 2025

Review date: Sep 2026

## **Feedback Policy**

### **Policy Statement**

*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 pupils to correct their own mistakes, rather than providing correct answers for them
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Feedback Policy is designed to give all teachers, learning support assistants, children and parents, clear guidance of what is expected with regards to giving formative and summative assessment to pupils.

### **Policy Principles**

Marking and feedback should:

- be ultimately focussed on the children
- be manageable for teachers
- be appropriate to the age and needs of the children
- relate to learning intentions which must be shared with children
- include and involve all adults, working with children in the classroom
- give children continuous opportunities to become aware of and reflect upon their learning
- give recognition and appropriate praise for achievement
- give clear, explicit strategies for improvement
- allow specific time for children to read, reflect and respond to marking
- respond to individual learning needs
- inform future planning and individual target setting
- be accessible to children
- be consistent throughout the school, with set codes and strategies in place.
- be seen by children as a positive means to improving their learning
- be reviewed regularly, responding to research, findings and needs of the children

## **Policy aims**

- To provide clear, constructive, and timely feedback to pupils.
- To encourage and support pupil progress and attainment.
- To involve pupils in their own learning process through self-assessment and reflection.
- To inform teacher planning and identify areas for intervention

## **Types of Feedback**

### **Live Marking**

**Definition:** Immediate feedback provided to pupils during the lesson.

**Purpose:** To address misconceptions on the spot, offer instant praise and guidance, and engage pupils in their learning process actively.

#### **Procedure:**

- Teachers circulate the classroom during activities, offering verbal feedback, corrections, and encouragement.
- Use of marking codes or symbols that are explained to the pupils.
- Where possible, pupils should be asked to correct their work immediately based on feedback using their purple pen

### **Summative Marking**

**Definition:** End-of-unit or termly assessments that provide an overall judgment of pupil performance.

**Purpose:** To evaluate pupil learning against national or school standards.

#### **Procedure:**

- Formal tests or assessments are marked against a standardised mark scheme.
- Results are recorded and shared with pupils and parents, highlighting strengths and areas for improvement.

## **Formative Marking**

**Definition:** Ongoing assessment to monitor pupil learning and provide ongoing feedback.

**Purpose:** To improve pupil learning by identifying and addressing areas for development.

**Procedure:**

- Teachers provide pupils with mostly verbal comments on their work, focusing on specific objectives
- Comments are constructive, highlighting what was done well and what needs improvement.
- Pupils are given time to reflect and respond to the feedback

## **Peer and Self-Assessment**

**Definition:** Pupils assess their own or each other's work.

Children will self-mark their work where appropriate and this will be directed by the teacher. It is important that children are encouraged to take ownership of their work through the use of peer and self-assessment, and that they are able to see areas they find difficult as possible next steps. This will be age-appropriate and based on when the pupils are ready.

**Purpose:** To develop self-regulation, critical thinking, and understanding of learning objectives.

**Procedure:**

- Clear criteria and guidelines are provided.
- Pupils are trained in giving constructive feedback.
- Opportunities are created for self-assessment and peer feedback sessions.

## **Early Years**

Marking and feedback in the Early Years will be verbal, with children being praised for success and supported to develop further. Through discussion with children, all staff will ensure that children know why they are being praised and how it is relevant to their learning. Equally, specific comments will be used to further develop the children's skills, understanding and knowledge. Praise and specific comments will be used in child initiated and adult led activities. Within Early years, children will regularly be encouraged to reflect, saying what they think was good about their activity and how they think they could make it even better. Staff in Early Years record their observations and assessments, when relevant, in the children's work books to support them in tracking a learner's progress and next steps

## 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. Use school Success Criteria.

|  <b>Writing Success Criteria</b> |               |
|---------------------------------------------------------------------------------------------------------------------|---------------|
| Objective                                                                                                           | How did I do? |
|                                                                                                                     |               |
|                                                                                                                     |               |
|                                                                                                                     |               |
|                                                                                                                     |               |
| <b>My writing will be even better if I:</b>                                                                         |               |
| <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>                                               |               |

## Maths

Teachers will always ensure correct /incorrect work has been addressed. This may be done through:

- Self and peer assessment
- Verbal feedback given or comments, where necessary, leading to the children responding in purple pen. This may also, at times, be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions (VF in book with comments discussed)
- Always provide pupils with time to respond to feedback.
- Use quality questioning to challenge children's reasoning and communication about mathematical ideas and vocabulary

### **Marking secretarial errors/misconceptions**

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 purple pen, where appropriate, if the child has received any verbal feedback they will write VF first. 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.

### **Assessment for Learning Strategies**

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.

## 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:

|                                                          |                                               |
|----------------------------------------------------------|-----------------------------------------------|
| <u>Strengths observed/ WAGOLs to share:</u>              | <u>Common misconceptions/ gaps to plug:</u>   |
| <u>General presentation/ spelling errors to address:</u> | <u>Pupils identified for further support:</u> |
| <u>Whole class next steps:</u>                           |                                               |

**Intervention Sheets**

Intervention sheets are used to record, track, and review additional support needed at the point of learning and identifies 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**

|                                    |                                                                                                                                                                                                                                      |   |                                       |   |                                 |   |                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------|---|---------------------------------|---|----------------------------------------------------|
| <b>Date:</b>                       | <b>Year group/class:</b>                                                                                                                                                                                                             |   |                                       |   |                                 |   |                                                    |
| <b>Pupils in group (initials):</b> | <b>Aim of the intervention:</b>                                                                                                                                                                                                      |   |                                       |   |                                 |   |                                                    |
| <b>Pupil assessment:</b>           | <table border="1"><tr><td>•</td><td>Objective not achieved – more support</td></tr><tr><td>✓</td><td>Objective achieved – well done!</td></tr><tr><td>✓</td><td>Objective partially achieved – more support needed</td></tr></table> | • | Objective not achieved – more support | ✓ | Objective achieved – well done! | ✓ | Objective partially achieved – more support needed |
| •                                  | Objective not achieved – more support                                                                                                                                                                                                |   |                                       |   |                                 |   |                                                    |
| ✓                                  | Objective achieved – well done!                                                                                                                                                                                                      |   |                                       |   |                                 |   |                                                    |
| ✓                                  | Objective partially achieved – more support needed                                                                                                                                                                                   |   |                                       |   |                                 |   |                                                    |
| <b>Further notes for teacher:</b>  |                                                                                                                                                                                                                                      |   |                                       |   |                                 |   |                                                    |

## **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                                                            |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|    | 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                 |
| <b>SP</b>                                                                           | Incorrect spelling – must be edited with purple pen                |
|  | Something is wrong – figure out what, and edit it with purple pen. |
| <b>VF</b>                                                                           | Live feedback given – staff/pupil write in margin as a reminder    |

### **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

### **Special Educational Needs**

Children with special educational needs are taught and encouraged to present their work in a variety of ways, such as: mind mapping, flow charts and labelled diagrams.

Work should be marked according to the ability and need of the child.

### **Monitoring and Evaluation**

- Regular checks of pupils' work by subject leaders and senior leadership to ensure consistency and effectiveness of marking.
- Periodic feedback from pupils and parents on the usefulness of the marking and feedback they receive.
- Ongoing professional development for staff to share best practices, review marking and feedback policy and improve marking strategies.