



## Feedback Policy

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## **Introduction:**

In 2012, John Hattie, Professor of Education, described feedback as “one of the most powerful influences on learning and achievement.” Matthew Syed (2010) concurs, describing feedback as “the rocket fuel that propels the acquisition of knowledge”. Furthermore, national research by the Education Endowment Foundation (EEF) states that high quality feedback has “very high effects on learning.”

In recent years, there have been numerous research studies focused on teacher workload, with marking/feedback often a key focus for these studies. Many of the updates made to this version of the policy have been made with teacher workload in mind. Through the changes made, it is our intention to support teachers in reducing their workload whilst enhancing the impact of the feedback they provide to pupils.

## **Our Core Belief:**

*Adults’ feedback should provide pupils with specific, targeted and achievable advice on how they can improve their work and further their learning. It should praise pupils’ effort and application rather than their end product. When students receive feedback, they should be encouraged to engage with it actively, enabling them to take ownership of their learning.*

At Kingsteignton School, we believe that high quality, consistent and timely feedback enhances children’s learning by engaging the children as active participants in their learning and by providing personalised help and guidance. This policy will provide standardisation and consistency of practice throughout the school. The implementation of the policy is the responsibility of all staff.

Feedback at the point of learning, in the form of live marking, is our preferred option due to the deeper impact that studies have proven this has on pupils’ learning. (EEF studies have evidenced that verbal feedback has a slightly higher overall impact on pupils (+7 months progress.)) Providing verbal feedback during the lesson is a key feature of our approach. Our teachers provide verbal feedback (indicated by a ‘VF’ in the child’s book), which is then followed by the child acting upon the guidance.

Responding to children’s work through ticks, smiley faces and constructive comments acknowledges achievement, promotes positive attitudes and behaviour and can lead to an improvement in standards. When teachers have taken the time to give thorough feedback, either written or verbal, pupils must be given time to respond to the comments / questions; these responses will be recorded using each pupil’s purple pen (reinforcing a mantra of ‘purple for progress’).

## **Aims:**

We provide pupils with feedback in order to:

- support and deepen their learning;
- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspiration through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps in their learning are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets for them;
- enable pupils to develop ownership of their targets and the target setting process;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis for both summative and formative assessment and to inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson planning.

## **Principles of feedback:**

- The purpose of feedback extends beyond mere correction; it aims to advance learning and deepen understanding. Feedback should lead students toward further inquiry, whether that means encouraging them to elaborate on their ideas, reconsider their approaches, or address identified errors.
- The process of feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Feedback should always be in accordance with the lesson objective, clear success criteria and the child's own personal learning targets.
- Teachers' comments - verbal and written - should be indicative of the 'Growth Mindset' ethos that we promote.
- Whenever possible, feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

## **Schoolwide approaches to feedback**

- The use of verbal feedback (in the form of live marking) is our priority feedback method. This will be indicated in pupils' books by 'VF' (in a circle) and the relevant marking code (as seen later in this document).
- Each lesson children engage in will start with a 'Can I...' learning objective (LO) that determines the core learning from the lesson. At the end of each lesson, teachers will write one of two codes next to the LO:
  - 'A' (in a circle) indicates that the child has achieved the intended learning outcome.
  - 'S' (in a circle) indicates that the child struggled to achieve the intended learning outcome.

- If a teacher has written 'S' next to the LO, the child's book will show clear evidence of either 1:1 conferencing (marked with a 'C' (in a circle)) or small group work (marked with a 'GG' (in a circle)) to support their understanding.
- Written feedback will normally be provided before the next lesson in that subject.
- Adults' written feedback should be neat, legible and written using a pink pen. Any written feedback provided will be referred to as a 'Think pink' (see section below) and will provide children with the opportunity to reflect on their learning.
- The child must be able to read and respond to any written feedback provided - and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments will focus on only one or two key areas for improvement at any one time.
- Pupils will respond to adult feedback / make edits / corrections in their work using a purple pen (purple for progress). These responses should be read and acknowledged / marked by their class teacher.
- Misconceptions that are made by many children should be noted and addressed in teachers' future planning.
- Teachers should aim to promote children's self-assessment by linking feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives, success criteria and the key expectations for the task right from the outset.
- Feedback may also be given by a teaching assistant, through peer review, plenaries and in group sessions.

### **Self-assessment**

- In all subjects, opportunities are provided for children to make a personal judgment about (self-assess) their work and to evaluate each other's work in a positive manner.
- A range of self-assessment strategies are used, including:
  - Simple visual methods such as smiley faces / traffic lights or thumbs up/down/in the middle.
  - Written reflections, for example noting what they found easy/hard, and what they want to improve, or goal setting, for example through pupils identifying a small, achievable target that they'll focus on in the next lesson / task.
  - Self-correction and proofreading.
  - Understanding what makes a good piece of work and referring to examples and criteria, for example their writing EGG grids.

Within EYFS and Key Stage One, when pupils are completing extended pieces of writing, the following is an example of the type of self-assessment template that will be used to support them in generating positive learning habits. The templates used in EYFS and Key Stage One will be age-appropriate, but consistent imagery will be used.

						ABC		
Can I use my Fred fingers for spelling?	Can I use the tripod grip?	Can I form letters correctly?	Can I position letters correctly on the line?	Can I use finger spaces correctly?	Can I use punctuation correctly?	Can I use capital letters correctly?	Can I read it again to check my writing makes sense?	Can I spell familiar tricky words correctly?

There will be occasions when the above is used for pupils in Key Stage Two, particularly those who struggle with writing or have a SEND need.

Additional, age-appropriate, self-assessment methods will be used throughout Key Stage Two.

### **'Think pink' feedback:**

- 'Think pink' comments should support the child's learning; it should be remembered that too many can overwhelm and demoralise a child.
- In accordance with our growth mindset ethos, the ability of the individual pupil and the effort that they have put into a piece of work will always need to be considered when providing feedback.
- Teachers will use the feedback key that is attached to the rear of this document. These symbols should be written in pink and placed in the margin; pupils should be given the opportunity to find and correct the mistakes themselves.
- Teachers will take time to go over the feedback key with their children in order to ensure they fully understand the content. (The feedback key should be displayed in the classroom for the children to access independently.)
- Spelling mistakes will be picked up on by the teacher: a pink 'sp' in the margin – and the correctly written word - will indicate these. Pupils will then be expected to write the word three times on the line above the misspelt word (we write on every other line).
- A teacher will identify no more than 5 spelling mistakes in a piece of work. Examples of the occasions on which a spelling mistake would be identified are:
  - If it is a spelling/high frequency word or phoneme that all pupils should know;
  - If it related to technical/key vocabulary that is an area of focus for the unit;
  - If it is one of the common misconception words appropriate to the child's year group;
  - When copying the date or learning objective.
- Some pupils with Special Educational Needs (SEN) or additional needs in spelling may only have three mistakes identified; for these children, the mistake can be identified by

underlining the word as well as putting 'sp' and writing the correctly written word in the margin. Pupils in EYFS, and Individuals with SEND, will only be expected to write the word once on the line above the misspelt word.

## **Feedback in Literacy**

### **'Headlines'**

We use 'headlines' as a form of feedback that supports the editing and redrafting process and also positively impacts teacher workload. It involves reading, but not necessarily marking, each child's work and creating a class set of 'headlines' – key areas that the teacher's AfL indicates that the children need to focus on in order to improve the quality of their work. After reading each child's work, their teacher will write either 'edit' or 'redraft' at the end of it so as to indicate to them what they expect of the child in the following lesson.

See below for an example of what 'headlines' might look like:

### Headlines

- **Spelling!** If you know you struggle, be resourceful: ask a friend; use a spell checker; ask Siri or use the information in your book.
- **Question marks.** Some of the sub-headings need them. **Use them.**
- **Complexity.** Starting sentences with 'Gold' or 'It' is boring. Take a risk and try to use some ISPACE sentences / subordinate clauses too.
- **Full sentences.** This is no longer the planning stage: you can't write "Gold = wealth".
- **CAPITAL LETTERS.** Every sentence. Every proper noun.
- **Proof read.** When you think you've finished, re-read your work and see if you can spot any silly mistakes. When you've done that, ask a friend to check it too.
- **Accurate facts.** Make sure that what you've written is fact, not your opinion. Check it using the QR codes provided.

'Headlines' are used in our writing units to ensure that the pupils' work remains un-scaffolded and the subsequent assessments against their EGG grids fair and accurate.

Children will be taught the difference between 'editing' and 'redrafting' – and what effective examples of each look like – to ensure that time in these lessons is used productively and effectively.

### **Big Write marking**

At the end of each writing unit, each pupil will complete a 'Big Write'. These will not be marked in the same level of depth as the work in the build up to them and will not involve use of margin marking. Positive aspects within the writing will be indicated by teacher ticks.

Each Big Write will be assessed against the EGG grid criteria and whole class headlines will be noted and used to inform future teacher planning and writing 'flashbacks' (the revisiting of knowledge).

### **Feedback in Mathematics**

- Correct answers will be ticked while incorrect answers will be dotted using a pink pen. Where appropriate, the source of a child's mistake will be identified; this will be done through circling the source with a pink pen.
- A summative assessment comment may be recorded at the end of the child's work. This comment will focus on the child's effort or the teacher's pride in their work; it should be used as a motivational tool. Teachers may not always feel that this is appropriate for every child.
- Some (this is not always appropriate) pieces of work will have a 'Next step' comment which enables pupils to demonstrate their understanding further and encourages them to feel safe when tackling problems. Examples of these are provided below:
  - Show me a way of recording your thinking in another way.
  - Draw me a picture of this.
  - Show me your calculation using a number line.
  - How many different ways can you find the answer to this calculation?
  - Record your thinking using a calculation.
  - How many words can you think of to describe  $\div$ ?
  - The second number line is correct - can you tell me why?
  - Which of your answers is correct?
  - Can you explain where you went wrong in your second question?
- When undertaking cross-curricular writing in maths books, the marking will be as per a literacy book – marking codes will be used and spellings and handwriting will be picked up on. This work provides a vital opportunity for, and evidence of, 'using and applying' writing skills across the curriculum. Spelling errors within the subject should be limited to dates/learning objectives, high-frequency words, unit vocabulary and anything copied directly from a sheet.

## Responsibilities of staff

Staff are responsible for ensuring that the feedback they provide is meaningful and constructive. This includes:

1. Delivering Live Feedback: Engaging with students while they work, offering immediate responses that can guide and support their efforts.
2. Setting High Expectations: Communicating our non-negotiables (see below) clearly, ensuring that students understand the standards they are expected to meet.
3. Monitoring Responses: Regularly checking in with students to ascertain that they understand the feedback received and can make the necessary amendments to their work.
4. Collaborative Reflection: Incorporating discussions around feedback into regular classroom practice, allowing students to share their thoughts and strategies for improvement.



### **Responsibilities of parents**

Parents play a vital role in supporting their children's learning journey. We encourage parents to:

- Engage with their child's work and feedback, fostering a culture of learning at home.
- Discuss feedback with their child, encouraging them to think critically about the comments and suggestions provided.
- Maintain open communication with teachers, discussing any concerns or questions regarding feedback and academic progress.

By working together, we can ensure that pupils receive a well-rounded and supportive educational experience.

### **Concluding thoughts**

In conclusion, our feedback policy is designed to support learners in their educational journey, ensuring that they receive the guidance and encouragement necessary to succeed. Through high expectations, responsive feedback, and collaborative efforts between teachers, parents, and pupils, we believe that every child has the potential to achieve excellence.

### **Feedback Key (Guidance for Staff)**

With the exception of ticks and 'sense/tense', all codes will be circled and written in the margin.

<b>Margin symbols</b>	<b>Meaning</b>
✓	Used to identify a good point/good idea!
✓✓	Used to identify an excellent point/excellent idea!
CL	Used for identifying a missing or incorrectly used capital letter.
'sp' plus the correctly written word	Used to indicate that there is a spelling error in that line.
.	Used to point out that there is one or more full stops missing somewhere in the line.
,	Used to point out that there is one or more commas missing somewhere in the line.
!	Used to point out that there is one or more exclamation marks missing somewhere in the line.
?	Used to point out that there is one or more question marks missing somewhere in the line.
'	Used to point out that there is one or more apostrophes missing somewhere in the line.
"..."	Used to point out that inverted commas are missing somewhere in the line.
//	Used to show that a new paragraph should have been started somewhere on the line.
^	Used to indicate that something is missing. This could be a word or, higher up the school, could be punctuation such as a dash.
Sense or Tense (with the identified section indicated)	If there is a part that does not make sense, or is written using the incorrect tense, square brackets will be drawn around it and 'Sense' or 'Tense' written in the margin. This indicates that the section needs editing.

by [ ] within the text)	
F (plus an example of the correct formation)	Used to indicate an error in letter formation

U	Used to indicate that the learning objective / date / sub-heading needs underlining.
LO	Used to explain that the LO is either missing or incomplete
A (in a circle)	Written next to the LO to indicate that the child has achieved the learning objective.
S (in a circle)	Written next to the LO to indicate that the child has struggled with / not achieved the learning objective.
C (in a circle)	Used to indicate that following difficulty achieving a LO, the child has worked 1:1 to conference with an adult.
GG (in a circle)	Used to indicate that following difficulty achieving a LO, the child has worked in a guided group with an adult.
VF (in a circle)	This indicates where a child has been given verbal feedback. (It should be accompanied by the relevant marking code e.g. 'VF – CL')

For pupils in Y1-Y3, margin codes will be written in the margin and the mistake underlined in the location on that line. For pupils in Y4-6, the margin code will be written in the margin but it will be up to the children to locate where in the line the mistake has occurred.

As a progression, individuals working at ARE in Y5/6 will simply have the letter 'P' (in a circle) written in the margin. It will be up to the children to locate the source of the error and to correct the relevant punctuation mistake/s.

There is flexibility to adapt the above for individuals with SEND, ensuring that marking codes reflect their level of cognition, e.g. some individuals in higher year groups may require the approach detailed for pupils in Y1-3.

### Feedback Key (Guidance for pupils)

Margin symbols	Meaning
✓	Good point/good idea!
✓✓	Excellent point/excellent idea!
CL	Can you find where the missing capital letter/s should be? (e.g. Start of sentences and proper nouns)
'sp' plus the correctly written word	You've spelt the word your teacher has written incorrectly. Copy it three times above the misspelt word.
.	Can you find where the missing full stop/s should be? Can you spot one or more full stops which need to be corrected?
,	Can you find where the missing comma/s should be? Can you spot a one or more commas which need to be corrected?
!	Can you find where the missing exclamation mark/s should be? Can you spot one or more exclamation marks which need to be corrected?
?	Can you find where the missing question mark/s should be? Can you spot one or more question marks which need to be corrected?
'	Can you find where the missing apostrophe/s should be? Can you spot one or more apostrophes which need to be corrected?
"..."	Can you find where the missing inverted commas should be? Can you spot inverted commas which need to be corrected?
//	Can you spot where a new paragraph should have been started?
^	There is one or more words missing in this sentence. Re-read it and work out where you need to add it/them to make the sentence make sense.
Sense or Tense (with a section surrounded by [ ] within your work)	Re-read the section in the square brackets [which look like this]. It does not make sense – or is written in the wrong tense (look at your adult's feedback): please re-write it.

F (plus an example of the correct formation)	You have formed the letter incorrectly. Please copy your adult's formation.
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U	Your learning objective / date / sub-heading needs underlining.
LO	Your LO is either missing or incomplete – please complete it.
A (in a circle)	Written next to the LO to show that you achieved it.
S (in a circle)	Written next to the LO to show that you struggled with it.
C (in a circle)	Used to show that an adult worked with you 1:1.
GG (in a circle)	Used to show that an adult worked with you in a guided group.
VF (in a circle)	An adult gave you some verbal feedback.

For pupils in Y1-Y3, margin codes will be written in the margin and the mistake underlined in the location on that line. For pupils in Y4-6, the margin code will be written in the margin but it will be up to you to locate where in the line the mistake has occurred. This may vary slightly for some pupils in your class.

As a progression, individuals working at ARE in Y5/6 will simply have the letter 'P' (in a circle) written in the margin. It will be up to you to locate where the error is and to correct the relevant punctuation mistake/s.