

Summerville Primary – an Academy School
achieving through care, challenge and creativity

Feedback Policy
Non-Statutory Policy



Feedback Policy

Date of Approval: October 2025

This policy will be reviewed by LPP every three years.

Date for Review: October 2028

Signature:

Date: October 2025

Headteacher

Signature:

Date: October 2025

Co-Chairs of Governors

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1. Ethos

At Summercroft Primary School, we recognise the importance of feedback as an integral part of the Plan –Teach-Review cycle. We always start by asking ourselves, ‘why are we giving this feedback?’

There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child’s understanding or ability to do something

Through this policy, we aim to maximise the effective use of feedback in practice whilst also reducing teacher workload. We want our teachers to make professional judgements about when is the right time to intervene, which means that all of our time and effort is focussed on having an impact on learning rather than ticking a box. In essence, the ethos of this policy is to adhere to the principles that feedback should be meaningful, manageable and motivating for the student and for the teacher.

2. Principles

Research by the Education Endowment Foundation (April 2016) 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.
- Provide specific guidance on how to improve.
- Put the onus on the students to correct their own mistakes
- Alert the teacher to misconceptions that he/ she can address in subsequent lessons
- Provide pupils with the metacognitive language to manage their own learning which includes the skills of setting and monitoring goals, assessing progress, and identifying personal strengths and challenges.

The school has taken on board these findings alongside research from educational experts, such as Professor John Hattie, when producing this policy.

3. Our Approach to Feedback and Marking

3.1 Children’s writing across the curriculum

Our approach to feedback is precisely selective and measured. Teachers use the following approaches to give children feedback on their writing:

Type:	What it looks like:	Evidence of impact:
Immediate – in the lesson	<u>Check for Understanding and On-the-spot feedback:</u> We encourage as much feedback as possible to be carried out within the lesson. Teachers use formative assessment, including questioning, to inform their assessment of pupils’ understanding while they are working independently or with peers, in books or on whiteboards, or orally. Through this process, feedback is instant, continuous and ever-present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of: • Precise and quick individual feedback – this may take the form of conferencing (see Appendix 3)	Informal drop ins/lesson visits as part of the school’s monitoring schedule Book looks and conversations with teachers Pupil voice

	- On-the-spot whole-class feedback to address shared misconceptions - Focus-group feedback Feedback for writing will be precise and relevant to the stage of writing that children are at (see Appendix 4). For example, if children are at the editing stage, teachers will not give feedback about elements covered in the proofreading process. <u>Culture of Error:</u> Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop resilience about receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner. <u>EPoW (see Appendix 5):</u> Teachers and pupils co-construct the non-negotiables expected for Every Piece of Work (EPoW) at the beginning of the year, and revisit them as necessary. These are the learned rules of writing that are clearly visible and provide the starting point for pupils to proofread their work in each lesson and maintain a high standard of presentation. They support self-assessment, self-regulation and independence. This approach captures our expectations of all pupils from Early Years to Year 6	Moderation of writing across the curriculum
Whole-Class Feedback– after the lesson	After each lesson teachers will look at pupils' work to identify how successfully they have met the objective of the lesson. For longer writing tasks, teachers will use the whole-class feedback sheet (see Appendix 5) to collect formative data about common misconceptions, successes and next steps. In doing this, teachers will identify the key point(s) required to enable progress. This may inform class feedback and planning, or pupils may be grouped depending on their needs/ next steps. <u>'The next step is the next lesson':</u> The successes in learning are celebrated (this will sometimes include specific examples from pupils) and teachers teach children how to make improvements to their writing using the common misconceptions or next steps from the feedback sheet).	Book looks and learning conversations with adults Pupil voice Moderation of writing across the curriculum
Marking – after the lesson	There may be times when the teacher decides that written marking is the best vehicle to enable progress. <u>KS1</u> In KS1, staff will mark areas of strength in pink pen using a double tick or symbols from the KS1 Marking Code (see Appendix 1). They will mark areas for improvement in green pen by underlining or using symbols from the KS1 Marking Code (see Appendix 1). Children will then be given time to respond to this marking on the adjacent editing page. <u>KS2</u> In KS2, staff will double tick or underline areas of strength in pink pen and, on the adjacent page, may use symbols from the KS2 Marking Code (see Appendix 2) or add a brief comment.	Book looks and learning conversations with adults Pupil voice

	They will underline or circle areas for improvement in green pen and, on the adjacent page, use symbols from the KS2 Marking Code (see Appendix 2) or add a brief comment to explain what improvements are needed. Children will then be given time to respond to this marking on the adjacent editing page.	
Self and Peer Assessment	<u>Self-assessment</u> We encourage children to self-reflect on every piece of writing they complete. Pupils will use their green highlighters to highlight any areas that they feel need editing or improving. They will then edit their writing on the adjacent page using pencil or black pen. Children will improve their writing using strategies from the relevant stage of writing (see Appendix 4). When editing for effect on the reader, children may use ARMS (see Appendix 6) and the success criteria (elements that have been agreed during the sequence that could make that piece of writing successful). When proofreading for secretarial elements, children may use CUPS (see Appendix 6), alongside the EPoW criteria (Appendix 4). <u>Peer Assessment</u> Children will often work with a peer when reflecting on their work. This may include reading aloud their own work, or their partner's. Although they will receive advice from their partner, pupils can decide if they want to make the edits and will only ever write in their own books. <u>Metacognition</u> Lessons contain opportunities for pupils to evaluate and assess their own writing using metacognitive language. Teachers direct children to use language-rich reflections to evaluate their work and to understand how to further improve their writing.	Book looks and learning conversations with adults Pupil voice Lesson visits
Summative	Teachers may choose to carry out grammar tasks, spelling tests, end-of-unit or -term tests or quizzes to support their judgements Teachers will moderate using a portfolio of children's writing, using the CLPE Writing Scales.	Data analysis – progress and attainment tracking PPAMS Gap analysis

3.2 Mathematics

Feedback in mathematics is most useful when it is immediate, verbal and related to the process that a child is using

Type:	What it looks like:	Evidence of impact:
Immediate – in the lesson	<u>Check for Understanding and On-the-spot feedback:</u> We encourage as much feedback as possible to be carried out within the lesson. Teachers use formative methods, including questioning, to inform their assessment of pupils' understanding while they are working independently or with peers, in books or on whiteboards, or orally.	Informal drop ins/lesson visits as part of the school's monitoring schedule Book looks and conversations with teachers Pupil voice

	Through this process, feedback is instant, continuous and ever-present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of: • Precise and quick individual feedback • On-the-spot whole-class feedback to address shared misconceptions • Focus-group feedback <u>Culture of Error:</u> Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mindset about receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner.	
Self- Assessment	<u>Self-assessment</u> Before the end of the maths lesson, children will mark their own work. This may be through answers provided verbally by adults, or through checksheets that will allow children to check their own answers. Children are encouraged to check their answers after every two to three questions so that misconceptions can be identified early in the lesson. If a child's answer is correct, they will put a tick in one square next to the question. If a child identifies an incorrect answer, they put a dot next to their original answer in their marking pen or pencil and try to <u>solve the calculation/problem</u> again using purple pen/pencil. If a child realises that they need additional guidance based on their self-assessment, they are encouraged to discuss their work with their learning partner. If they need further help, they will alert an adult within the class. Teachers will gather live data on children's errors and misconceptions (tracking not watching) and address these in plenaries throughout the lesson. On some occasions, when self-assessing, children may highlight the LO to show how they believe they have met the objective, using pink highlighter and green highlighter, or may be encouraged to place their book in a pile at the end of a lesson to show their level of confidence, which the teacher will then use to support them in the following lesson. <u>Metacognition</u> Lessons contain opportunities for pupils to evaluate and assess their own work using metacognitive language. Teachers direct children to use language-rich reflections to evaluate their progress and to understand their next steps.	Book looks and learning conversations with adults Pupil voice
Whole Class Feedback– after the lesson	For children who did not receive feedback in the lesson, teachers will look at pupils' work and divide into three piles: • Re-teach (green circle around the LO) • Consolidate (green and pink circle around the LO) • Met/extend (pink circle around the LO) In doing this, teachers will identify the next step needed to enable progress. This may inform class feedback and planning, or pupils may be grouped depending on their needs/ next steps.	Book looks and learning conversations with adults Pupil voice

Marking – after the lesson	There may be times when the teacher decides that additional written marking is the best vehicle to enable progress. Children may be asked to retry a challenge or answer a new challenge, either via green pen in their books or via a question on the whiteboard. This may be completed at the beginning of a lesson or during Fluency sessions. When this is the case, children will be given time to respond and will do so using a purple pencil (KS1) or purple pen (KS2).	Book looks and learning conversations with adults Pupil voice Observations
Summative	This includes White Rose end-of-unit tests and termly tests (NFERs) with gap analysis. Staff regularly review maths coverage to identify units or concepts that may need to be revisited in Fluency sessions or whole-class teaching. This is completed using the White Rose Small Steps document, where teachers highlight each step to show whether it has been taught and understood, taught but needs consolidating, or has not been taught.	Data analysis – progress and attainment tracking PPAMS Gap analysis White Rose Small Steps document

3.3 All other subjects

Feedback in all subjects is most useful when it is immediate, verbal and related to the process that a child is using

Type:	What it looks like:	Evidence of impact:
Immediate – in the lesson	<u>Check for Understanding and On-the-spot feedback:</u> We encourage as much feedback as possible to be carried out within the lesson. Teachers use formative methods, including questioning, to inform their assessment of pupils' understanding while they are working independently or with peers, in books or on whiteboards, or orally. Through this process, feedback is instant, continuous and ever-present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of: • Precise and quick individual feedback • Mini- plenaries to address misconceptions • Focus-group feedback <u>Culture of Error:</u> Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mindset about receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner.	Informal drop ins/lesson visits as part of the school's monitoring schedule Book looks/evidence of children's work and conversations with teachers Pupil voice
Self- Assessment	<u>Self-assessment</u> Before the end of a lesson, children may mark their own work. If a child realises that they need additional guidance based on their self-assessment, they are encouraged to discuss their work with their learning partner. If they need further help, they will alert an adult within the class. Teachers will gather live data on children's errors and misconceptions (tracking not watching) and address these in plenaries.	Book looks/evidence of children's work and learning conversations with adults Pupil voice

	<u>Metacognition</u> Lessons contain opportunities for pupils to evaluate and assess their own writing using metacognitive language. Teachers direct children to use language-rich reflections to evaluate their progress and to understand their next steps.	
Whole Class Feedback– after the lesson	For children who did not receive feedback in the lesson, teachers will look over pupils' work after the lesson. If necessary, they will provide whole-class, group or individual feedback to children. Teachers may adapt their planning based on assessment from the lesson.	Book looks and learning conversations with adults Pupil voice
Marking – after the lesson	There may be times when the teacher decides that additional written marking is the best vehicle to enable progress. Children may be asked to retry a challenge or answer a new challenge, either via green pen in their books or via a question on the whiteboard. When this is the case, children will be given time to respond and will do so using a purple pencil (KS1) or purple pen (KS2).	Book/word looks and learning conversations with adults Pupil voice Observations

We encourage teachers to use their professional judgement to decide on which approach to feedback is most appropriate, considering what will most positively impact that child's progress. SLT will have professional dialogue with teachers during coaching meetings to understand why they have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision-making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use a particular type of feedback.

We believe that our assessment will be most successful when we remember the following:

- Oral feedback is as valuable as, often more so than, written feedback and we should shape our pedagogy with that in mind closing the gap between the two.
- The gap should also be closed between the teacher giving feedback, both orally and in the written form, and students self-assessing their own work and peers giving effective feedback.
- Peer and self-assessment done well takes careful training and scaffolding and is a skill that should be taught to children throughout the school.
- We should undertake written feedback that is selective, targeted and uses precise language.
- We should dedicate adequate time for students to act upon feedback.
- We should devote time to engage in dialogue with students to ensure they understand what they need to do to improve.

Our Writing Codes



Finger spaces



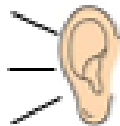
Adjectives or Adverbs



Capital letters



Full stops



Use your sounds



Spelling



Think about your sentence



Use conjunctions



Openers

5. Appendix 2: KS2 Marking Codes

	Symbol
Strengths	✓✓ or <u>underline</u> with comment on opposite page where appropriate
Areas to improve upon	<u>Underline word or phrase</u> with comment on opposite page where appropriate incl. Sp (spelling) or CL (capital letter)
Missing punctuation/wrong punctuation	 Wrong punctuation or space where it should be
Missing word	 Where word should be
Additional support	
Verbal feedback	
New line	 Where new line should start
New paragraph	 Where new paragraph should start

6. Appendix 3: Three Steps of a Writing Conference

Three steps of a writing conference

- **Step 1: start with an open-ended question**

“How’s it going?”

“Tell me about your writing...”

“How can I help you today?”

- **Step 2: ask follow-up questions**

“What stage are you at with your writing?”

“What are you using to help you with your writing?”

“What did you want your reader to think/ feel/ understand here?”

- **Step 3: identify area of need and suggest one strategy/ technique**

Use what the child is telling you to inform where they need to go next in their writing.

Give a **strategy** (e.g. for proof-reading or editing) or reminder about **one element of success criteria**, depending on stage of the writing process and what the children are working on within their writing.

How do you want your reader to feel/ think/ understand here?

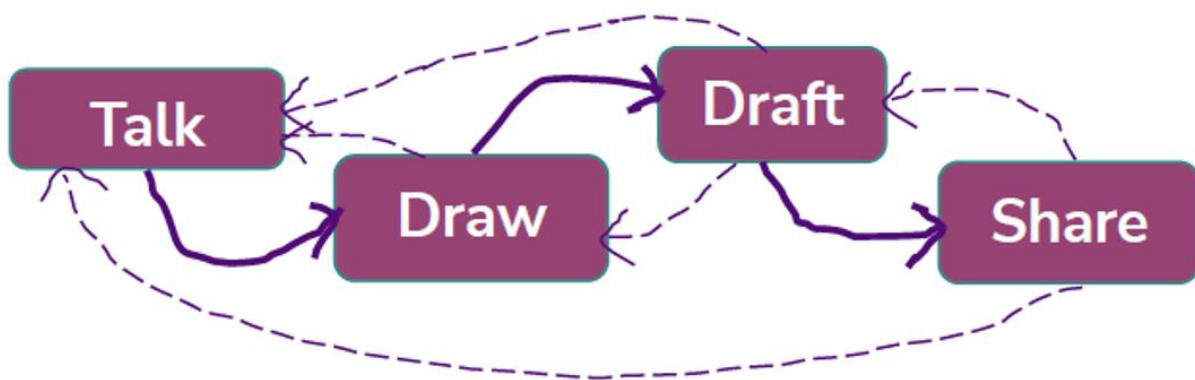
As your reader, I’m visualising this. Is that what you wanted your reader to imagine?

I’m putting a picture in my head here. Tell me what you’re imagining – is that the same as me?

7. Appendix 4: Stages of the Writing Process

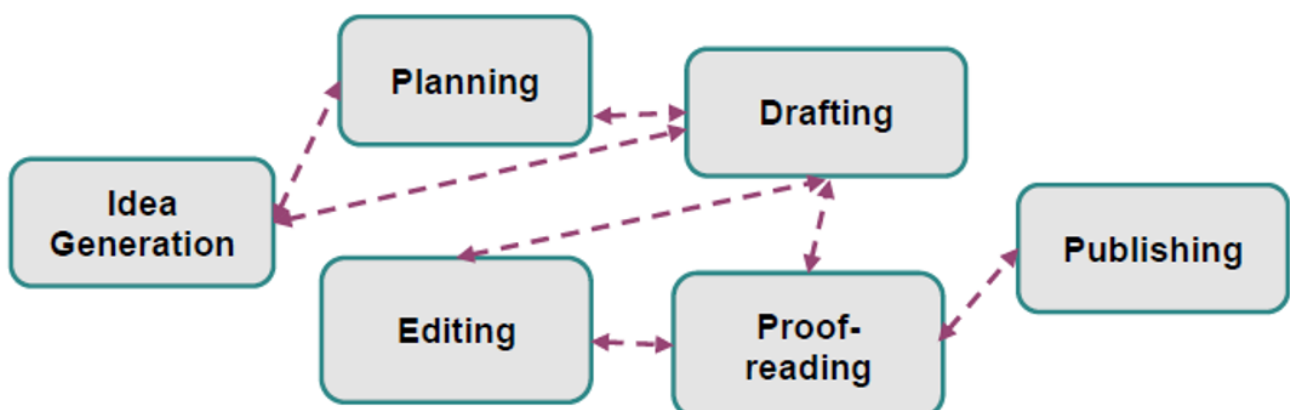
EYFS

Where are we in the writing process?



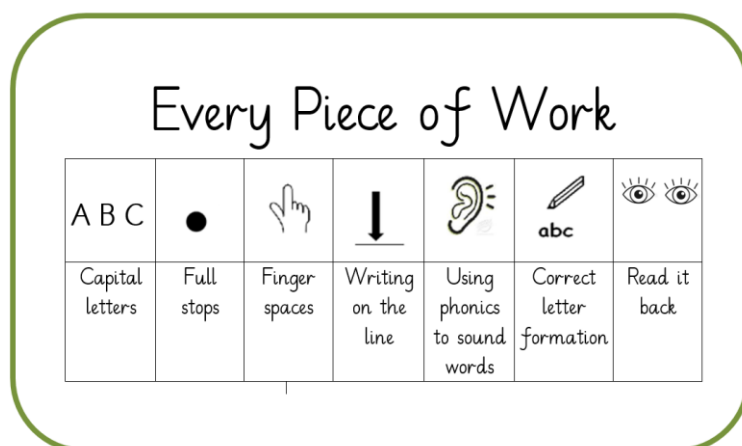
KS1/2

Where are we in the writing process?



8. Appendix 4: Every Piece of Work (EPoW) Expectations

KS1



KS2

English Presentation	Writing content
- All lines drawn with a ruler and pencil (LKS2) or pen (UKS2) - Date written on the top line and underlined - Title written and underlined underneath the date - A line left between paragraphs - Write to the margins - Legible handwriting - Editing: - Wiggly underline words that need to be checked for spelling with a pen/pencil - Fully highlight words that need to be edited or removed (including if a spelling needs to be changed after checking) - Edits written on the same line as the original word on the opposite page wherever possible; a clear numbering system used if not - Bullet point edits with a highlighter	- Sentences beginning with a capital letter and ending with a full stop or other appropriate punctuation - Use of paragraphs - Capital letter for proper nouns – including the date - Core spelling patterns: -ed, -ing, er and -est endings - contractions - basic/common homophones (their/there/they're, you're/your, too/to/two) or near-homophones (our/are, of/off) - Appropriate vocabulary – get = collect etc

Maths Presentation
- Date and LO underlined with a pencil and ruler - Short date written on the top line, on the right-hand side of the page - LO written - Margin drawn with a pencil (width of 2 full squares) - One digit per square - Sticking work or questions in straight with no overlapping - One, neat strike through for mistakes – don't use a rubber

9. Appendix 5: Whole-Class Feedback Sheet

Feedback Sheet

Task:

Date:

What went well:

Common Misconceptions:

Spelling/grammar:

Missing/incomplete work:

Presentation:

Teaching points for next lesson:

Vocab/phrases to share:

10. Appendix 6: Editing and Proofreading Support Sheet

EDIT	PROOFREAD
	
A <u>add</u> sentences and words	C <u>capitals:</u> sentences, names, places, months, titles, I
R <u>remove</u> words or sentences that my reader doesn't need	U <u>usage:</u> match nouns & verbs correctly and check tense e.g. You were; we were; she was
M <u>move</u> a sentence or word	P <u>punctuation:</u> . ? ! , " "
S <u>substitute</u> words or sentences for others	S <u>spelling:</u> check all words, use your resources