

Feedback Policy

St Margaret's CEVAP School



Transforming lives by living and learning together in God's love

Approved by: Learning & Standards **Date:** Spring 2026

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St Margarets Feedback Policy

‘Done well, feedback can support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching’ - Professor Becky Francis, CEO of the Education Endowment Foundation

Introduction

St Margarets CEVAP Primary School believes that all feedback should be meaningful, manageable and motivating. All children are entitled to receive feedback which will have an impact on their learning.

‘An important element of feedback is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.’ (Eliminating unnecessary workload around marking; DfE 2016).

The process adopted at St Margarets is to ensure that all feedback has an impact on children’s learning, ensures effort, achievements and progress made is highlighted and acted upon, whilst also highlighting the necessary corrections that will ensure further progress. Our children should know what they need to do to improve their work, and this should then be evident in future tasks.

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 students 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

Rosenshine Principles of Instruction

Our feedback policy is also rooted in the ‘Rosenshine Principles of Instruction’ which are a set of evidence-based recommendations for effective teaching. The teachers at St Margarets will be guided by these principles during their planning and assessment opportunities, allowing the children to review prior learning, ask questions, learn new concepts in small manageable steps which will allow independent learning and a high success rate. The

teachers will provide models, guide practise, check for understanding and provide scaffolds when needed. See appendix 2 for the full set of principles.

Key Aims at St Margarets:

- ☐ Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- ☐ Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- ☐ Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher
- ☐ Ensure children are praised when their work reflects the learning objective or success criteria.
- ☐ Provide children with time to act on the feedback they are given.
- ☐ Ensure teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- ☐ Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- ☐ Ensure that teachers recognise effort as well as quality
- ☐ Ensure that teachers use the information gained through feedback together with other information to inform future planning.

Pupil Voice

Before creating our policy, we consulted our pupil voice and asked what they like seeing in their books and the type of marking they believe helps them to improve

The children's responses were summarised as follows:

- ☐ They like to know when they are doing it right
- ☐ They like to know what to do to improve
- ☐ They feel that talking to the adults in the room about their work really helps
- ☐ They like to see ticks and dots, so they know which of their answers are right and wrong
- ☐ They like to show their work on the visualiser
- ☐ They like the responsibility of marking their own work and discovering where they have gone wrong

Early Years

Feedback in the Early Years will be verbal as much as possible, 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. The codes in appendix 1 or 2 can be used if needed.

KS1 and KS2

All written feedback should be completed in green or pink biro, so it does not clash with children writing in black ink or pencil. Green/pink highlighter/pens will be used to indicate

feedback to the child from an adult– this will be used in relation to successful implementation of the success criteria used within the lesson. This may be a word / phrase / sentence / calculation or illustration of a concept which is correct or incorrect. Pink pen will be used to highlight or write comments that meet the learning objectives or success criteria and green pen will be used to indicate corrections or improvements that are needed.

Self and Peer Assessment

When appropriate, children may mark their own or another child's work. This promotes independent learning, engages children with the quality of their work and helps them reflect on how to improve.

Self-assessment – Children to use purple pen when improving or editing their work after completion. If they receive verbal feedback in the lesson, they do not change the pen or pencil they are already using. This encourages children to take increasing responsibility for their own progress.

Peer assessment – Children use blue pen on their peers work/learning. This enables children to give each other valuable feedback so that they can learn from and support each other.

Self and peer assessment should focus on the learning. Children are encouraged to:

- ☐ Identify what has been done well.
- ☐ Explain why it has been done well.
- ☐ Identify what could be improved.
- ☐ Explain how it could be improved.

Verbal feedback

Verbal feedback is a method of providing effective feedback on student work while they are still in the process of completing it.

The idea is to provide students with instant feedback on their work. It enables adjustments and improvements to be made whilst children are still engaged in the learning process.

Where possible, teachers and teaching assistants will check on children's work whilst they are on task during a lesson/s. This provides children with immediate and pertinent feedback that is relevant and is clearly presented by the adult to avoid any misconception/s.

- ☐ Feedback can be given during the lesson as verbal feedback either to individuals or the whole class. This is used to address any misconceptions that the teacher is aware of or to progress the learning.
- ☐ Children can be encouraged to showcase their work not only to share ideas but to highlight the use of aspects of the Learning Objective or Success Criteria.
- ☐ Written comments can be used after the lesson at the teachers' discretion.
- ☐ Teachers are to use the feedback codes (appendix 1 & 2) to allow the children to correct their own mistakes when they believe this is appropriate to do so.
- ☐ Children to use purple pens to respond or correct their own work.

Feedback in practice

Building on work from the Assessment Commission, Feedback can be given in three ways – in decreasing order of importance.

- ☐ Immediate feedback – at the point of teaching
- ☐ Summary feedback – at the end of a lesson/task
- ☐ Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve use of a teaching assistant to provide support or further challenge• May re-direct the focus of teaching or the task• May include highlighting/annotations according to the marking code.	<ul style="list-style-type: none">• Lesson observations/learning walks• Some evidence of annotations or use of marking code/highlighting• Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Often involves whole groups or classes• Provides an opportunity for evaluation of learning in the lesson• May take form of self- or peer- assessment against an agreed set of criteria• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	<ul style="list-style-type: none">• Lesson observations/learning walks• Timetabled pre- and post-teaching based on assessment• Some evidence of self- and peer-assessment• May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none">• Takes place away from the point of teaching• May involve written comments/annotations for pupils to read / respond to• Provides teachers with opportunities for assessment of understanding• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks• May lead to targets being set for pupils' future attention, or immediate action	<ul style="list-style-type: none">• Acknowledgement of work completed• Written comments and appropriate responses/action• Adaptations to teaching sequences tasks when compared to planning• Use of annotations to indicate future groupings

Staff do not need to write additional comments on pupil work. It is better practice for anything that requires extensive comment to be relayed verbally to the child at the next available opportunity.

Monitoring and Review

The aims and objectives outlined in this policy are evident in the day-to-day working of the school. The Headteacher and Leaders will monitor this through:

- ☐ classroom observations
- ☐ whole staff book scrutiny
- ☐ the progress of the School Action Plan
- ☐ external inspection
- ☐ data analysis
- ☐ communication with children, parents and the rest of the school community
- ☐ staff professional reviews in line with the Performance Management policy

Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

St Margarets CEVAP School

- ☒ all pupils make progress in achieving the expected educational outcomes.
- ☒ the subjects are well led, effectively managed and well planned.
- ☒ the quality of provision is subject to regular and effective self-evaluation.
- ☒ teaching is delivered in ways that are accessible to all pupils with SEND.
- ☒ clear information is provided for parents on the subject content and the right to request that their child is withdrawn.









As well as fulfilling their legal obligations, the governing body should also make sure that:

- ☒ the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- ☒ the religious ethos of the school is maintained and developed.








We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review this policy at least bi-annually.

Appendix 1








Feedback Codes








Feedback Codes	
LO	Learning Objective
SC	Success criteria
	Teacher has worked alongside the child
	Teaching Assistant worked alongside the child
	Team point/s given
Green dot 	A correction is needed
Pink tick/pink highlighted words	Indicate accurate learning
	Capital letter needed
rpt	Repeated word – chose a different word
Sp or -----	Spelling
	This doesn't make sense
V ↑	Vocabulary level up
P.	Punctuation missing
X4	When a particular spelling is given to practise
	A full stop needed
	Finger space needed

Appendix 2 - KS1 Classroom specific codes

Feedback codes	
	Independent learning
	Buddy/Peer learning
	Supported Learning
	Guided Learning
	Capital letter needed
	A full stop needed
	Finger space needed

Appendix 3 – Child posters for the classroom

Marking Codes	
LO	Learning Objective
SC	Success criteria
	The teacher has worked alongside me
	The teaching assistant has worked alongside me
	I have been given Team point/s
Green dot •	I need to correct my learning
Pink tick/pink highlighted words	My teacher is pleased I have fulfilled the Learning Objective
	I need to use a capital letter
rpt	I have repeated a word – I need to choose a different word
Sp or -----	I need to check and correct my spelling
	My work doesn't make sense; I need to edit and correct.
	I need to level up my vocabulary by choosing a better word.
P	I have missing punctuation that I need to edit and correct
X4	I need to write this spelling out 4 times neatly
	Finger spaces need to be used

Feedback codes	
	Independent learning
	Buddy/Peer learning
	Supported Learning
	Guided Learning
	Capital letter needed
	A full stop needed
	Finger space needed

Appendix 3

The Rosenshine Principles of Instruction are a set of evidence-based recommendations for effective teaching.

Here are the key principles:

1. Daily Review: Begin each lesson with a review of previous material to reinforce learning.
2. Present New Material in Small Steps: Introduce new concepts gradually to avoid overwhelming students.
3. Ask Questions: Engage students by asking questions throughout the lesson to check understanding.
4. Provide Models: Demonstrate how to solve problems or complete tasks to provide clear examples.
5. Guide Student Practice: Offer support as students practice new skills, gradually reducing assistance as they become more proficient.
6. Check for Understanding: Regularly assess student understanding and adjust instruction as needed.
7. Obtain a High Success Rate: Aim for a high level of student success to build confidence and motivation.
8. Provide Scaffolds for Difficult Tasks: Offer temporary support for challenging tasks to help students succeed.
9. Independent Practice: Allow students to practice independently to reinforce learning.
10. Weekly and Monthly Review: Incorporate regular reviews of material over time to enhance retention.