Marshlands Primary School

Feedback Policy

Date Written	Review Date	Written By	Policy Version
September 2026	September 2028	Mrs Sharp	6.1

Contents

1. Introduction	**2**
2. Processes and Procedures	**3**
2.1 Colours Used	3
2.2 Levels of Support	3
2.3 Feedback Strategies by Staff	3
2.4 Children's Role in Feedback	4
2.5 Presentation in Books	5
3. Making Feedback Manageable	**6**
4. Policy Updates	**7**

1. Introduction

The purpose of this policy is to ensure that feedback at Marshlands is constructive, relevant, and timely. It focuses on pupil success and areas for improvement based on learning objectives. Feedback fosters reflective learning and helps close the gap between current abilities and desired outcomes, encouraging active pupil involvement.

Aims

At Marshlands, we have the following aims with regards to feedback:

- Provide constructive, consistent feedback to guide pupil improvement.
- Encourage child to reflect on feedback and make improvements.
- Ensure consistency in feedback across the school for clear expectations.
- Use feedback as a tool for ongoing formative assessment.
- Improve standards by recognising achievements and offering strategies for development.
- Build pupil self-esteem by valuing their efforts and progress.
- Ensure pupils understand that their work is valued and reviewed by staff.

Features of Effective Feedback

Feedback, at its most effective, is verbal, live and gives pupils the ability to act on it to progress their learning.

For feedback to be effective, it should comply with the following:

- **Timely and Manageable:** Feedback should be live, verbal and easily manageable for staff.
- **Constructive and Positive:** It should motivate children and highlight successes while providing clear improvement strategies.
- **Child-Centred:** Feedback must be at the child's comprehension level and not discourage ambitious vocabulary.
- **Frequent and Reflective:** Delivered regularly during lessons, with time for pupils to reflect and respond.
- **Focused on Learning:** It should relate directly to the learning objectives and positively impact progress.
- **Consistent:** All staff should follow the same feedback practices across school.
- **Individualised:** Feedback should address each child's unique learning needs and should inform future planning.

2. Processes and Procedures

2.1 Colours Used

Black or Pencil – Children's Work

Blue – Children's Response to Feedback / Self-Assessment / Peer-Assessment

Purple – Staff

2.2 Levels of Support

To inform assessment, it is important that the level of support given is indicated. This can be done in different ways.

In some subjects, stamps can be used to indicate the level of support: Teacher Assisted, Teaching Assistant Assisted, Intervention (this is for additional work completed following identification of need). Work not stamped has been produced independently.

In some year groups, work is produced in different books to show the level of support. For instance, work in the writing assessment book is completely independent (unless indicated otherwise).

2.3 Feedback Strategies by Staff

Verbal Feedback

This is the most common form of feedback at Marshlands. It is ongoing and happening all of the time when adults work with children in lessons.

💬 will be used to show where verbal feedback has been given.

Verbal feedback may take on different forms:

- Reminders – "What punctuation is needed here?"
- Scaffolding – "What was the dog's tail doing?" "The dog was angry so he…" "Describe the expression on the dog's face."
- Examples – "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes."
- Specific Improvement – "Improve the description in this sentence by using a simile to compare."

During mathematics, most children will be seen during the lesson. In writing, most children will be seen in a week.

Checking

Following a lesson, teachers will check through children's work. Where this requires no written feedback, it may sometimes be appropriate. Whilst checking through work, teachers will identify areas where a group of children, or the whole class, may need collective feedback to ensure and secure progress.

Spelling, Punctuation, Grammar and Presentation

When checking or giving live feedback, it may be necessary to comment on successes or mistakes in children's spelling, punctuation, grammar and presentation. This can be commented on in any area of the curriculum. If spellings are being given, there should be no more than three and children should look, cover, write and check the word three times successfully. These should be spellings that the child

should know based on age and/or ability and should not discourage the child from using ambitious vocabulary.

In pieces of work for assessment, teachers should neatly highlight under spellings that meet the child's year group spelling rules/lists – this can be done in any colour but should be consistent throughout the year group or phase.

Assessing Against Learning Objectives

In maths and reading, the objective should be labelled R, A, G or P to show the child's level of attainment within the lesson. In writing, assessment is completed at the end of a unit in an independent piece of work.

2.4 Children's Role in Feedback

Response

Children should show response to feedback, completing this in blue pen to show the impact of the feedback. This can follow live feedback or any feedback given during checking.

Self-Assessment and Peer-Assessment

Children will be taught and encouraged to become reflective by having opportunities to mark their own work and the work of their peers. This could be editing, checking responses or using toolkits to focus on identified areas. Should the assessment be by a peer, the child to whom the book belongs will still do the editing/commenting but will write their peer's initials to show where the feedback has come from.

For self-assessment and peer-assessment to be effective, it is important that pupils are taught what this looks like as appropriate to their age and/or ability. Teachers will model effective self-assessment and peer-assessment.

Suggested Strategies:

- Displaying effective models of what good work looks like.
- Allowing pupils access to answer sheets (physically, on the board) upon completion of work so they can mark themselves and re-attempt any errors prior to adult intervention
- Pupils could write two stars and a wish for one another, following discussion. Pupils could then act upon the wish.
- Pupils could follow a 'next time' routine to give themselves short-term targets (eg 'Next time I will use more appropriate adjectives').
- Pupils could read their work aloud to one another and discuss the successes and areas to develop (this could be paired or in a group). Children will use the verbal feedback symbol with the initials of the pupils who have discussed the work.
- The use of toolkits to focus self-assessment and peer-assessment on lesson outcomes

It is important to note that self-assessment is ineffective if pupils attempt to hide their errors. A culture of error must be established to ensure that pupils understand that getting things wrong is fine and helps us to learn.

2.5 Presentation in Books

We expect presentation in all books to be of very high standard. Children will be encouraged to take pride in their work and to always do their absolute best. This is dependent on the child and support will be put into place for those children who do struggle with handwriting and presentation.

To ensure a high standard of presentation, this must be modelled by the staff and reinforced regularly. This is in line with the book expectations (see Appendix 5).

3. Making Feedback Manageable – Staff Workload

Whilst we understand that feedback is pivotal to progress and understanding, it also needs to be manageable for staff to ensure that it is effective. We employ a range of strategies to ensure that feedback is manageable.

Live Marking and Feedback

Staff are expected to work with pupils during lessons and this is the most opportune time to do any written marking and provide feedback.

Checking

Rather than spending a lot of time marking after lessons, teachers and expected to check through books to gauge understanding, identify successes and identify patterns of misunderstanding to give small group or whole class feedback in the following lesson, using the whole class feedback proforma.

Those Giving Feedback

Teachers and teaching assistants will give the most feedback during lessons. Occasionally, it may be useful and appropriate for the children to mark their own or a peer's work.

Monitoring

A range of strategies are used to monitor books and feedback. Once per term, in a staff meeting, staff will work together to monitor children's books and the feedback given. This should be evident from the use of the verbal feedback symbol, any writing from staff and response, self-assessment and peer-assessment.

When subject coordinators complete learning walks or lesson observations, they should highlight successes and suggest areas to develop. There is space for this on the observation proforma.

4. Policy Updates

Version	Date Issued	Significant Changes
1.1	February 2018	• Change of name to Feedback Policy • Updates within policy to ensure emphasis is on feedback and not marking
2.0	July 2018	• Highlighting year group specific spellings in yellow in written work • Further emphasis on feedback not always being marking • Updates to the monitoring of feedback and books • Suggestions for peer-assessment strategies
3.0	July 2019	• Removal of need for regular written marking taking place after lessons • Emphasis on the use of live marking and feedback • Introduction of 'checking' and group/whole class feedback
4.0	September 2020	• Restructure of policy • Introduction of proforma for whole class feedback • Clarity on colour usage when underlining year group specific spellings • Further examples of self-assessment and peer-assessment strategies • Culture of error included to aid in self-assessment
5.0	September 2021	• 'Learning Steps' changed to 'Lesson Outcomes' • Removal of need for work to be stamped 'independent' – if work is not stamped then it is independent • Removed whole class feedback proforma
5.1	September 2022	• No major updates – just wording
5.2	September 2023	• No major updates – just wording
6.0	October 2024	• Introduction condensed and made easier to read • SLT yearly removed from monitoring – SLT see books during staff meetings and coordinators can highlight concerns.
6.1	September 2026	• No major updates – just wording