

South Avenue Primary School



Feedback Policy

‘Mark Less, Feedback More’

‘Feedback is one of the most powerful influences on learning and achievement’

(Hattie and Timperley 2007, Review of Educational Research March 2007, Voi. 77, No. 1, pp. 81-112)

‘At its heart, feedback is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress’.

‘This can be often be achieved without extensive written dialogue or comments.’

Approved by:

Miss Cadwallader

(Head of School)

Miss Smith

(Vice Head of School)

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The key principles:

The sole focus of feedback should be to further children's progression through the curriculum.	It should be meaningful, manageable and motivating.	Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
Time should be built in for children to act upon any feedback. This can be part of their improving their own learning time. Mini-plenaries are carried out in order to reframe learning if needed.	Feedback should empower children to take ownership for improving their work; adults should not be doing the work for the pupil.	The children need to have a growth mind-set for this to take place. It is important when assessing their own and others' work, they do it honestly, openly, accurately and kindly.

1. Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective assessment and feedback in order to maximise progress and support pupils in becoming effective learners.

Feedback is integral to effective teaching and learning. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning and enables accelerated learning. At South Avenue we aim to:

- Work collaboratively with pupils to show what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective feedback at South Avenue Primary School.

2. Assessment Processes

The fundamental principles of assessment we are committed to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.

- Guide planning, teaching, additional support, curriculum development and the use of resources.
- Communicate with parents/carers about pupils' achievement.
- Provide continuity for transition between phases.
- Comply with statutory requirements.

3. South Avenue Feedback Process:

Teacher Feedback

Feedback can take the form of a written or verbal comment:

- **Live feedback**, recognition of children achieving the learning objective, green ticks, pink dots for think, or self-marking. This must be carried out daily for all recorded subjects.
- **Short codes** to be used for effective assessment of work. All children should be taught what each symbol means and a copy of the code displayed in every classroom.

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the feedback code is consistently adhered to across the school.

It is the teacher's professional judgement which will determine the type of feedback they use in each lesson and how that positively impacts on children's learning.

The spelling of key vocabulary is considered to be important, as is our high expectation of standards in handwriting and presentation across all work. Pupils are expected to observe the non-negotiables for English in all subjects, for example the spelling of common exception words across all curriculum subjects.

- All written feedback is to be carried out in '**Green for good**' or '**Pink for think**' pen.
 - All written feedback is to be done in a clear and legible form— see handwriting and presentation policy.
 - The written feedback code is to be followed in all cases. (see Appendix 2)
 - The written feedback code should be displayed in each classroom.
- **Developmental feedback will be used when appropriate but not at the detriment of teacher workload.** It must be considered how this lengthier style of feedback is going to further learning and whether the child can independently respond.
- If a child has met the LO then this should be stamped with a green 'smiley face' stamp. In the absence of a smiley face, 'pink for think' should be evidenced to address errors/misconceptions.
 - Spelling errors should be addressed where appropriate in 'pink for think'. If a response is required for spelling, this should be addressed in line with the stage of development of the individual child.

Responding to comments/feedback:

- Pupil's response to 'pink for think; feedback should be made at the first suitable opportunity.

- Rewards - As a school we want to recognise good work with verbal praise. We may also use stampers, stickers, smiley faces or written praise etc.

When constructing written/verbal feedback teachers need to consider:

- Does feedback inform the pupil what they have done well and what they need to do to improve?
- Relate to planned learning objectives and/or Curriculour steps?
- Does feedback support the learner on their journey and provide, praise, challenge, encouragement or support?

Children's Self-Assessment:

Curriculour – Children will self-assess at the beginning and end of each lesson using the colour coded criteria. This will inform children of their next steps in learning.

- Purple: Challenge
- Green: Apply
- Orange: New learning
- Red: Previous Learning

Frequency of Feedback:

- Feedback should take place soon after the work has been completed and before the next lesson in the sequence
- Live feedback can occur which takes place during the lesson – providing immediate feedback
- Children identified as not meeting the LO to be picked up in the afternoons to address any errors/misconceptions before the next lesson.

4. Monitoring and Evaluation:

- Each subject lead has the responsibility for monitoring that this policy is being consistently carried out in their particular subject area.
- It is the responsibility of the Subject Leads to feed back to SLT regarding the implementation of the policy, its consistency across the school and the impact it has upon progress.
- It is the responsibility of the Vice Head of School to ensure that effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.
- Monitoring of the policy will be done through 'book looks' and 'learning walks' led by SLT and/or subject leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes, whilst maintaining fair workload expectations for staff. This will be triangulated with pupil voice to determine how marking and feedback supports them in understanding what they need to do to improve their learning and to make progress.

Appendix 1 Progression of feedback throughout South Avenue:

Reception	Verbal Feedback	Written Feedback
Most feedback is spoken to the child at the point of learning. Written marks are kept to a minimum, as a record of the adult's response.	Verbal at the point of learning: mainly through encouragement; verbal prompts to extend thought and language; questions to assess knowledge and understanding; questions to further the child's thinking.	Used to model handwriting style; ask a question; pay a compliment; use a smiley stamp to show LO achieved; use an 'S' to show adult support. Any misconceptions are dealt with during later shared modelling.

Year 1	Verbal Feedback	Written Feedback
In Y1, pupils watch the teacher who models how to correct mistakes, or add punctuation as sentences are written.	Verbal at the point of learning: mainly through encouragement; verbal prompts to extend thought and language; questions to assess; questions to further child's thinking; very simple and occasional marking of misconceptions e.g. a corrected common exception word we have been learning; a capital letter 'I'.	Used to model handwriting style; ask a question; pay a compliment; use a smiley stamp; use an 'S' to show adult support. Any misconceptions are dealt with during later shared modelling.
Year 2	Verbal Feedback	Written Feedback
Y2 pupils are expected to <i>begin</i> to edit <i>some of</i> their own age-related spelling and punctuation errors, according to STA guidance. Teacher models process.	Verbal at the point of learning or after marking: praise and encouragement; verbal prompts to extend thought and language; questions to assess; questions to further child's thinking; suggestion to find spelling errors; suggestion to check punctuation e.g. ? ! comma in lists; guided group discussion to address points for improvement; whole class modelling to address common misconceptions or errors.	Used to model handwriting style; ask a question; pay a compliment; use a smiley stamp to show LO achieved; use an 'S' to show adult support; suggest an improvement, to be acted on either next lesson or next piece of work. Any common misconceptions are dealt with in the 'starter' at the beginning of the next lesson.

Year 3	Verbal Feedback	Written Feedback
Year 4	Verbal Feedback	Written Feedback
<p>Y3-4 pupils are more familiar with the writing process and know that first drafts can be edited for improvement.</p> <p>They know how to look for their own spelling and punctuation errors, and sometimes show that they can do this independently. They can also make suggestions about how to improve sentences e.g. add adjectives or improve verbs.</p> <p>Y3-4 pupils sometimes produce and 'publish' improved pieces of writing.</p> <p>Teacher modelling will promote the teaching and learning of how to edit and improve sentences.</p> <p>Self-evaluation: pupils can assess whether or not they have achieved the 'Curriculour' steps; their responses are monitored by the adult to ensure accuracy.</p>	<p>Verbal at the point of learning and after work has been marked, or during guided writing groups.</p> <p>Balance between verbal and written feedback</p> <p>Some peer feedback (modelled by adults first); self-evaluation comments, referring back to personal writing targets – Curriculour steps</p> <p>Teacher makes general feedback comments to whole class or group as relevant, following marking or during the activity.</p> <p>Pupils become familiar with responding to constructive criticism, both from adults and their peers; they learn to complement each other and themselves in a specific and helpful way; they learn to take risks and that it is safe to make mistakes which need improvement.</p>	<p>Model handwriting style in pupil books.</p> <p>One celebratory and one developmental comment for all extended writing, as relevant;</p> <p>identify good work</p> <p>ask a question or set small task / or suggest an improvement to be acted on either next lesson or next piece of work.</p> <p>Highlight LO with a smiley stamp to show objective achieved;</p> <p>use a 'S' to show support.</p> <p><u>Pupil writing errors</u></p> <p>Early in the year, feedback may identify specific errors (although this may not be necessary for all pupils).</p> <p>As the year progresses, encourage children to identify and edit their own errors.</p> <p>SP may be written in the margin</p> <p>Select spellings and punctuation the child ought to know.</p>

Year 5	Verbal Feedback	Written Feedback
Year 6	Verbal Feedback	Written Feedback
<p>Y5-6 pupils are familiar and more confident with the writing process; they regularly, independently edit work for improvement.</p> <p>They identify their own spelling and punctuation errors, and do this with increasing independence. They also make sensible suggestions about how to improve their writing.</p> <p>Pupils feel safe to take risks and be creative; they understand that writing is a process and that it can be fun. They take great pride in the finished product.</p> <p>Teacher modelling continues to regularly promote the teaching and learning of how to edit and improve sentences, paragraphs or the structure of whole pieces.</p> <p>Self-evaluation: pupils independently assess whether or not they have achieved the success against Curriculour.</p>	<p>Verbal at the point of learning and after work has been marked, or during guided writing groups.</p> <p>Balance between verbal and written feedback</p> <p>Teacher uses pupil writing as a model for whole class verbal feedback and editing use of visualisers.</p> <p>Peer written feedback (insist on respect for another person's book); Teacher makes general feedback comments to whole class or group as relevant, following feedback or during the activity.</p> <p>Pupils are familiar with responding to constructive criticism, both from adults and their peers; they can now complement each other and themselves in a specific and meaningful way; they feel comfortable with making mistakes which need improvement.</p>	<p>Model handwriting style in pupil books.</p> <p>One celebratory and one developmental comment for all extended writing, as relevant; identify good work in a specific way; ask a question or set small task / or suggest an improvement to be acted on either next lesson or next piece of work.</p> <p>Highlight LO with a smiley stamp to show objective achieved.</p> <p>Indicate any extra adult support using 'S'</p> <p><u>Pupil writing errors</u></p> <p>Encourage children to identify and edit their own errors.</p> <p>SP can be written in the margin where appropriate.</p> <p>Select spellings and punctuation the child ought to know.</p> <p>For more general improvement, consider development which can be acted on immediately by the child. Alternatively, plan for improvement in subsequent lessons.</p>

Appendix 2 –Written Feedback Grab Sheet

Feedback can take the form of a written or verbal comment:

- **Live feedback**, recognition of children achieving the learning objective, green ticks, pink dots for think, or self-marking. This must be carried out daily for all recorded subjects.
- **Short codes** to be used for effective assessment of work. All children should be taught what each symbol means and a copy of the code displayed in every classroom.
- All written feedback is to be carried out in '**Green for good**' or '**Pink for think**' pen.
- Within all pieces of writing, non-negotiables need to be addressed.

Developmental/Focused written feedback

- Highlight LO with a smiley stamp if the child has met LO. Leave LO blank if a child has not met the LO. Pink for think for errors/misconceptions.
- Spelling errors should be addressed where appropriate using pink for think

Responding to written feedback:

- Pupil's response to 'pink for think' written feedback should be made at the first suitable opportunity – perhaps at the start of the next lesson in the sequence.
- Rewards - As a school we want to recognise good work with verbal praise. We may also use stampers, stickers, smiley faces or written praise etc. If given a sticker or certificate, children should be able to articulate why they are in receipt of these.

Appendix 3 – Short Codes

When completing written feedback use the following codes

S – Supported – against a part of, or at the end of a whole piece of work

sp – check a spelling. This is to be responded to in a way appropriate to the age and development of the child e.g. the correct spelling could be written out 3 times at the bottom of the page.

VF – used for evidence of verbal feedback

P - (PINK) Presentation – this to be used to identify where there are presentation issues to be addressed

Some suggestions for developmental marking prompts

ENGLISH	MATHS
<ul style="list-style-type: none">• Please add... 3 full stops/an adverbial/a question mark etc• Improve this sentence (underline in pink)• Now try this.. grammar question• Please find a way to lengthen/shorten this sentence? (underline pink)• Tell me 2 reasons why you are proud of this piece of writing• What word could you use to show me how he/she is feeling?• VF- talk me through what you have done so far• What would happen if.....?	<ul style="list-style-type: none">• Please add ... your method/a number line• Is there a quicker way to do this?• Fill in the blanks ___ + 27= 78• Show me where you have checked your answer • What unit would you use to measure...?• What are the factors of 42?• Would it work with different numbers?