



Dovedale Primary School Feedback Policy

“The main purpose of feedback is to improve the student and not the work.”

Dylan Wiliam

Dovedale’s approach to feedback and marking is rooted in formative assessment. Research (Black et al., 2003) shows that feedback is most effective when it is integral to lesson design and directly supports learning. The purpose of all feedback—written, verbal or through action—is to move learning forward and lead to sustained improvement over time.

Core Principles

- Feedback focuses on learning, rather than providing evidence for any external verification.
- The impact of marking and feedback should be seen through notable improvement in pupils’ work, knowledge and skills over time, rather than through the quantity of written comments.
- Pupils are supported to take responsibility for identifying and improving their own work, but teachers intervene where necessary to model correct approaches.
- Immediate or timely feedback (within the lesson or the next appropriate lesson) has the greatest impact.
- The next step is usually the next lesson and does not need to be recorded in books.
- Written feedback is used sparingly and only when it will clearly improve learning.
- Marking strategies must be efficient and proportionate, protecting teacher time for planning, adapting and teaching.
- Learning is fragile; teachers revisit and check learning over time rather than assuming it is secure immediately after teaching.

Preferred Forms of Feedback

Verbal Feedback (Primary Method)

- Immediate intervention by teachers or support staff during lessons.
- Whole-class feedback within lessons or in subsequent sessions.
- Pupil conferencing to discuss learning across a body of work.

Written Feedback

- Work is acknowledged with a tick or initial to show it has been seen.
- Written comments, symbols or highlighting are used only when they will make a meaningful difference to individual pupil learning.
- Written feedback should prompt thinking rather than provide answers.
- Across all subject areas, written marking prioritises:
 - ↳ Correction of spelling and grammar, focusing as a priority on age-related (or younger) high-frequency words.
 - ↳ Neat presentation and correct handwriting formation of letters and numbers, with corrections modelled or marked by the teacher.
 - ↳ Pupils are expected to apply these corrections accurately in subsequent work, demonstrating improvement over time.

Peer and Self-Feedback

- Pupils are taught to self-assess using success criteria, prompts, EYE strategies, and personal targets.

- Peers may provide feedback verbally or, when appropriate, in writing under careful teacher guidance.

Key Subject-Specific Approaches

Mathematics

- Lessons are structured to include variation, discussion, and intelligent practice.
- Misconceptions are addressed immediately within the lesson, often leaving little visible evidence in books.
- Self-checking is explicitly taught and embedded so pupils learn to identify and correct errors independently.
- Dialogue and reasoning are central to checking and deepening understanding.
- Neat presentation and accurate number formation are modelled and reinforced by teachers as part of feedback.

Writing (Including Cross-Curricular Writing)

- A redrafting approach is used: whole-class feedback highlights successes and common areas for improvement.
- There is a strong emphasis on drafting and editing work one sentence at a time using mini whiteboards, thus allowing immediate feedback, rehearsal and refinement before committing work to books.
- Errors and improvements are explored through shared, anonymous or modelled examples.
- High-frequency spellings are prioritised, with teachers correcting and reinforcing age-related (or younger) high-frequency words, expecting pupils to apply these accurately across subjects.
- Teachers model and correct letter formation, handwriting, and neat presentation.
- Good practice is regularly showcased to make expectations explicit.
- Next steps are addressed through teaching and opportunities to apply learning, not necessarily written comments.

Appendix: Written Marking

- Green pen is used to tick or initial work to show it has been seen by a teacher.
- Written feedback is mainly reserved for longer pieces of independent writing where it will support improvement and learning.
- Evidence of effective marking is seen through pupils' improved accuracy, independence, quality of work, neat presentation, handwriting, and spelling/grammar over time, rather than through written comments alone.