



"Let your light shine before others." (Matthew 5:16)

St John's CE Primary School

Feedback Policy

**February 2025
(to be reviewed Sept 2028)**

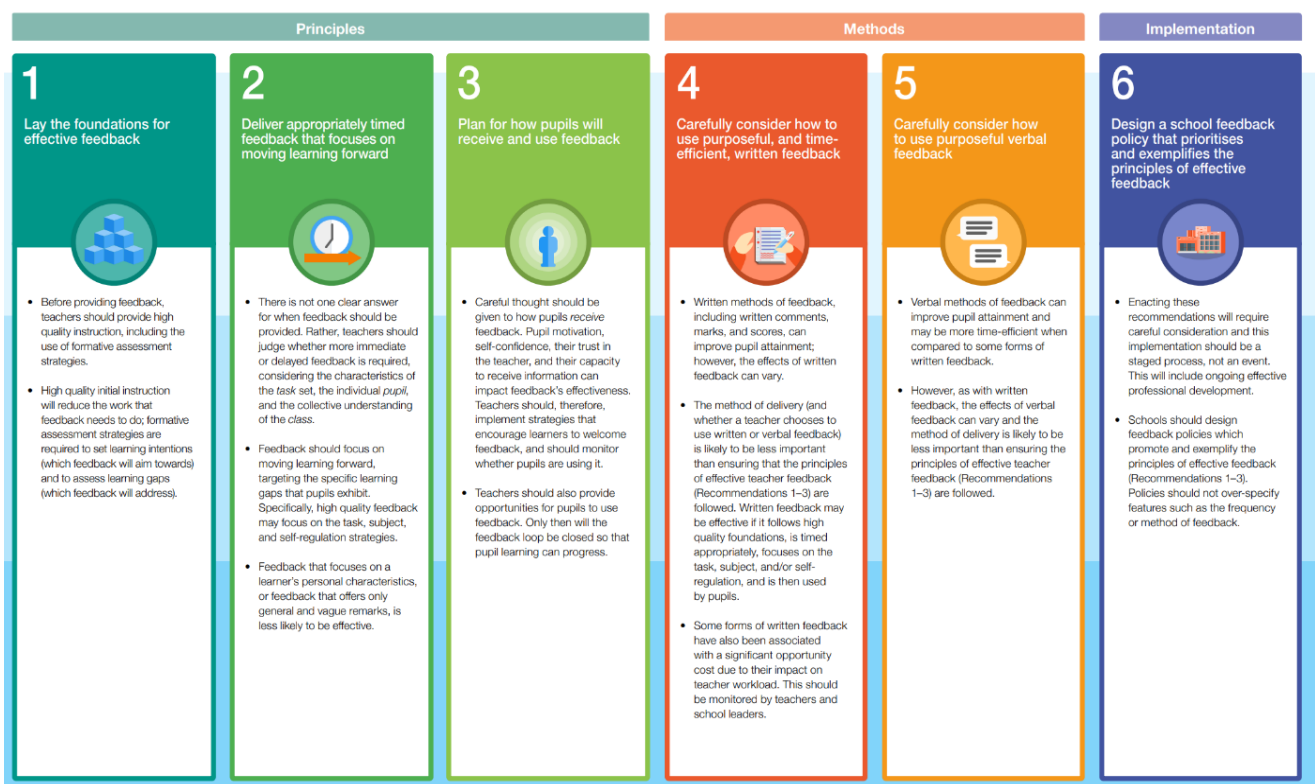
St John's CE Primary School Feedback Policy

Introduction

At St John's, we recognise the continuous process of assessment and feedback as an integral and important part of the learning and teaching cycle. We aim to maximise the effectiveness of its use in practice and believe that it is at its most effective when it is constructive, at the point of learning and directly informs next steps for pupils and teachers.

Feedback may be defined as: 'information given by a teacher to pupil(s) about their performance that aims to improve learning.' (EEF [Teacher Feedback to Improve Pupil Learning.pdf](https://www.eef.org.uk/publications/teacher-feedback-to-improve-pupil-learning) (d2tic4wvo1iusb.cloudfront.net))

St John's feedback policy has been informed by the summary recommendations of the Education Endowment Foundation's 'Teacher Feedback to Improve Pupil Learning Guidance Report'.



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 pupils 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.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school, which has a positive impact upon progress and outcomes for all pupils.

Principles

Our feedback policy is built on the following principles:

- Feedback should be an integral part of the process of teaching with the sole purpose being to further children's learning
- It should be a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback they receive.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- It takes place at the earliest opportunity (within the lesson itself or in the next appropriate lesson) to have the greatest impact on learning.
- The 'next step' could be within same day intervention or within the next lesson.
- It is primarily a verbal process that takes place between teachers and children.
- Feedback includes written comments on work where it is deemed appropriate.
- It is given where there is time and opportunity for children to respond to the feedback they have received.
- It will look different in different year groups across school and be 'age-appropriate'.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Feedback should ultimately aim to improve the student's knowledge and understanding as opposed to simply improving the student's work.

Through our discussions about and responses to the pupils' work we aim to:

- Show that work is valued
- Foster self - esteem and confidence
- Assess and discuss with children what they are learning
- Show pupils that learning is incremental rather than fixed.
- Give guidance in order to raise standards, plug gaps, motivate pupils and accelerate progress
- Use feedback to inform teachers about pupils' current understanding so that we can plan the next stage of teaching and learning.
- To inform the children of their next step in learning so that they know what they need to do in order to improve.
- Motivate pupils to give their best and to take pride in their work by praising current achievements
- Encourage pupils to become reflective, responsible and independent learners
- Reinforce the WALT and success criteria of the lesson and scaffold/ facilitate learning in order to attain them
- Reinforce the acquisition and application of basic skills

The impact of quality feedback ensures:

- Lessons are pitched precisely enabling rapid progress
- Children know what they have done well and what to do next in order to progress further
- Children feel motivated to improve as their feedback is personalised, meaningful, manageable and motivating.
- Improvements are seen in future pieces of work evidencing children addressing feedback given by adult.
- Basic skills and non-negotiables are consistent across all subjects.

Types of feedback

Effective feedback takes place as close to the point of teaching and learning as possible. Timing of feedback can be categorised into the following three stages:

- **Immediate feedback.** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
- **Summary feedback.** This may take place at the end of a lesson or shortly after, often as part of the plenary. It may involve some form of self/peer assessment.
- **Distance feedback.** This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts. This, in turn, informs planning for future learning opportunities which includes the use of feedback sheets to focus on the next steps for the whole class, groups or for individuals.
- **Summative feedback** This task takes place a few weeks after a lesson or unit of work and give teachers definitive feedback about whether a child has securely mastered the material under study

Type of Feedback	What it might look like	Evidence
Immediate	<i>Takes place within lessons as part of teaching.</i> Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc. Takes place in lessons with individuals, small groups or the whole class. Is given verbally so that the impact can be immediate. May be given by teaching assistants, other adults or peers May involve further support, challenge or a change of task May re-direct the focus of teaching or the task. Does not need to be evidenced by way of written comments.	Classroom Observations and Learning Walks. Teachers may make notes in their feedback books or children's work books whilst they are in the process of teaching.
Summary	<i>Takes place at the end of a lesson or activity</i> Usually involves groups or whole classes Provides an opportunity for evaluation of learning in the lesson May take the form of self- or peer- assessment against an agreed set of success criteria In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.	Classroom Observations and Learning Walks. Evidence of self and peer assessment (Children respond to feedback in green pen) Evidenced in teachers' feedback books

Distance	<i>Takes place away from the point of teaching</i> Provides teachers with opportunities for assessment of understanding. Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where ‘group feedback’ is required in the next session. The use of teachers’ feedback books to organise feedback and support their teaching within the next lessons.	Monitoring of pupils’ books, teachers’ whole class feedback books, through professional discussions between teachers and leaders All children’s work is acknowledged. Spelling, grammar and calculation errors will often be corrected. Written comments may be evident e.g. in independent extended writing. Use of feedback books to indicate next steps. Assessment information on Insight Tracking system
Summative	Check it activities End of unit or term quizzes/assessments Retrieval activities	Check it activities/retrieval activities in books Quiz and assessment outcomes

Feedback for all subjects in the Early Years

Teachers mark in **green** pen only.

Step 1:

Feedback is always at the point of learning.

Teachers support/ edit/ model improvement with the child, at the point of learning.

Teacher model addressing misconceptions e.g: letter and number formation/ RWI phonics etc.

Teachers show correct learning by using ticks.

Teachers show errors by using a small dot or teacher correction.

Step 2:

Teacher RAG, on Seesaw, the skill demonstrated by the child

Green – achieved

Amber – partly achieved/achieved with support

Red – Not achieved

Step 3:

For **Amber** or **Red** provide a verbal next step instruction or a next step correction, instruction or model.

Support child in addressing next step task and model and support again if needed.

Children in the early years make corrections/‘tick’ or ‘fix’ in pencil.

Step 4:

Once a child has had the opportunity to practise a skill independently, teacher will RAG again on Seesaw and provide further challenge.

In addition, staff may use stickers. This is not part of the school’s feedback policy, although encouraged to create a positive climate that motivates and encourages pupils to succeed.

Feedback for English

Teachers mark in **green** pen only. Marking and verbal feedback should take place throughout each lesson and after the lesson using the guidance below.

Step 1:

Teacher reads the whole of each child's work, including the date, WALT and main content.

Step 2: Feedback using codes below. These can be used either within the main body of work, or in the margin dependent on age/ ability or child.

Years 1-3	Years 4-6
Missing Punctuation: P (within body of text)	Missing Punctuation: P (in margin)
Incorrect Spelling: Sp (identify 3-5 words)	Incorrect Spelling: Sp (identify 3-5 words)
Grammatical mistake: tenses/missing words/homophones etc: G (pronoun) G (his/her)	Grammatical mistake: tenses/missing words/subject verb agreement/homophones etc.: G
New paragraph: //	New paragraph: //

When incorrect spellings have been identified, teachers should consider the child's age, ability and the point in the writing process (for English) to determine whether or not it is appropriate to write the correct spellings at the bottom of the page for them to practise.

e.g. (sp) which
their

When obvious inaccuracies are identified within handwriting, the correct formation/join should be modelled at the end of a child's work so that they can practise this correctly. This also needs to include number formation and 1 digit per square in maths.

e.g. (hw) ac ac
ad ad

Step 3: Using the lesson WALT, celebrate positives using a tick or a double tick. Tick next to the good examples within the body of the work to identify the strengths.

Dot any incorrect answers.

Step 4: After identifying strengths (ticking) and developments (dots), RAG child's learning.

RAG the child's learning overall next to the WALT.

✓✓ (= green)– WALT achieved

✓ (= amber)– Partly achieved WALT

. (= red) – Not achieved

A pupil's RAG should not be solely based on written work, but verbal learning too.

This means that for any incomplete learning, the RAG should take into account the pupil's understanding of the lesson content and achieving the WALT, children should not automatically receive a red or amber for incomplete learning.

Step 5:

If AMBER or RED, an area for development needs to be identified in line with lesson's WALT. This should be a comment that the children need to act upon. (See appendix 2 for examples)

If a child has heavily relied on adult support to complete a piece of learning, indicate this with **an S in a circle**.

When verbal feedback is provided, mark books with **VF**.

English ONLY

In addition to the above, when children complete a piece of writing that is at least ½ a page long, both the children and the teachers will use the writing checklist to identify year group expectations that are evident and write the corresponding numbers in the margin. KS1 will tick the corresponding symbol on a writing checklist sheet provided by the teacher.

Each half term, class teachers will also complete a whole class feedback sheet in response to their marking of assessed pieces of writing. This sheet will then be stuck in every child's book and discussed and actioned prior to starting the next Pathways unit.

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	
Absentees	

Feedback for maths

Teachers mark in **green** pen only. Marking and verbal feedback should take place throughout each lesson and after the lesson using the guidance below.

After the initial part of the lesson

Step 1:

Teacher reads the whole of each child's work, including the date, WALT and main content.

Step 2:

Use the spelling and punctuation codes from English (above) when checking the WALT.

Step 3: Mark each calculation using a tick for correct answers and a dot for any incorrect answers.

Step 4: After identifying strengths (ticking) and developments (dots), RAG child's learning.

RAG the child's learning overall next to the WALT.

✓✓ (= green)– WALT achieved

✓ (= amber)– Partly achieved WALT

. (= red) – Not achieved

Step 5: Use the RAG ratings to place the children's books into 3 piles and inform the SDI session.

Step 6: Carry out the SDI session.

Step 7: Repeat steps 3 and 4.

Feedback for all other subjects

Teachers mark in **green** pen only. Marking and verbal feedback should take place throughout each lesson and after the lesson using the guidance below.

Step 1:

Teacher reads the whole of each child's work, including the date, WALT and main content.

Step 2: Using the lesson WALT, celebrate positives using a tick or a double tick. Tick next to the good examples within the body of the work to identify the strengths.

Dot any incorrect answers.

If incorrect spellings of technical vocabulary has been identified, write the correct spellings at the bottom of the page for them to practise.

e.g. (sp) liquids
Egyptians

Step 3: After identifying strengths (ticking) and developments (dots), RAG child's learning.

RAG the child's learning overall next to the WALT.

✓✓ (= green)– WALT achieved

✓ (= amber)– Partly achieved WALT

. (= red) – Not achieved

Step 4:

If AMBER or RED, an area for development needs to be identified in line with lesson's WALT. This should be a comment that the children need to act upon. (See appendix 2 for examples)

Guidance on Peer/Self-Assessment

To develop peer/self-assessment, teachers need to:

- Teach pupils over time to assess their work and the work of others
- Plan for peer- and self- assessment opportunities in their lessons
- Systematically explain the learning challenge and contributing success criteria in each learning sequence
- Guide pupils to identify their next steps where appropriate
- Frequently and consistently encourage pupils' self-reflection on their learning
- Plan opportunities and time to allow pupils to do it

✓WALT: apply mastery skills

The Selfish Giant

sp (6c) Every afternoon the children would love to come and play in the giant's garden. The animals would bob up and down they love it. I was the best garden ever they love it. The garden was so wonderful. I was loaded with yellow, purple, blue, green and pink flowers with lovely bees flying around. As the children were playing around the giant came back. The giant said get out my garden. (4) The giant put a sign up that said trespassers will be prosecuted. That made him a very selfish giant.

11/2/23

The children had nowhere to play the street was so hard. Spring came everywhere else except from the giant's garden. Even the flowers didn't want to come out of their flower bed. The blossoms trees weren't even growing or even looking nice. The giant even the hawthorn and the north wind kept walking on the roof for 3 hours. One day the giant was thinking why isn't Spring coming to my garden I t

sp 12/2/25

(6c) P It was so lovely and beautiful. Please just come back. A few hours later the Giant heard playing outside. Then he went to go to his castle. (4) Smelt and it was a lovely sight with all the children playing happy. (6c) G and it was spring again. G except from one tree was still in winter.

The Giant ran down the stairs and ran to that tree and I wasn't lit up because (6c) sp one of the lovely little boys could get into the tree. (6c) G/P So the giant helped him up into the tree and then he bent down and kissed him on his cheek and the giant loved to play with the little children and that was the giant's greatest best friend for ever and ever. I t was so

adorable and cute everybody was so happy
and delighted that they get to play with
③ their best friend. Then the Giant said "I will
knock down this awful wall". Then all the
people saw at the market saw the giant knocking
down the ~~small~~ massive wall.
Every afternoon, the children would come
and play.

Sp x 3
children
didn't
isn't
couldn't

① ①7

hw
w w
would
want

Example of marking in maths

25425 XXV/IV/MMXXV

✓ W.A.L.T: find the area of compound shapes ✓✓

1) 8cm 3cm A 24cm² 3cm B 18cm² 6cm $24 + 18 = 42$ total: <u>42cm²</u> ✓	2) 1cm 3cm A 3cm² 7cm B 28cm² 4cm $28 + 3 = 31$ $31 + 3 = 34$ total: <u>35cm²</u> ✓
3) 3cm 1cm A 3cm² 4cm B 20cm² 5cm $20 + 3 = 23$ $23 + 3 = 26$ total: <u>38cm²</u> ✓	4) 5cm 9cm 4cm A 30cm² B 12cm² 3cm 4cm 6cm $30 + 12 = 42$ total: <u>42cm²</u> ✓
5) 4cm 2cm A 8cm² B 30cm² 5cm 6cm $30 + 8 = 38$ total: <u>38cm²</u> ✓	6) 3cm 10cm 8cm A 30cm² B 56cm² 7cm 12cm $50 + 30 = 80$ $80 + 40 = 120$ total: <u>86cm²</u> ✓

Tuesday 6th May

✓ W.A.L.T: recognise how fossils provide information about evolution. ✓✓

An animal dies

✓² SP ↓ The animal's body is quickly covered by mud and sand.

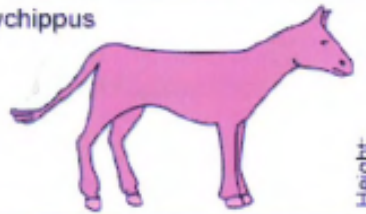
✓¹ P ↓ Over time, more layers of mud and sand build up. They stick together to form rock.

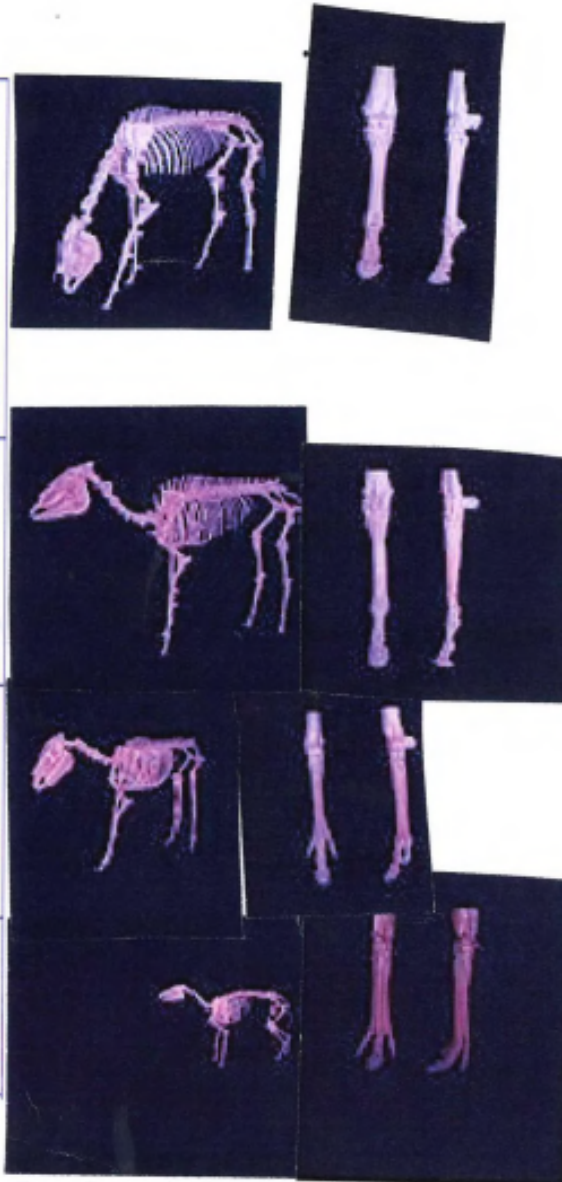
↓ The soft parts of the animals, like the flesh and skin, slowly rot away.

↓ The shape of the animal is left in the rock as a fossil.

↓ The fossil rises to the surface and is revealed as the rock is worn away. ✓

Can you match the horse fossil to the correct diagram of what the horse probably looked like at the time?

1 million years ago	  modern horse Height: 1.6 m
10 million years ago	  Pliohippus Height: 1.0 m
30 million years ago	  Merychippus Height: 1.0 m
40 million years ago	  Mesohippus Height: 0.6 m



Using evidence from the appearance of the fossils and images of the horse, explain what changes have occurred and how the horse has evolved over time.

At the start the leg bones have points sticking out at the sides but over time they are gone and the height gets taller so the bones have adapted to support the weight. They went from having paws to hooves. They also went from having a tail like a lion to having their tail covered in hair. ✓²

✓ You have identified important changes to the skeleton.
! Describe two more changes.

Appendix 2

When it comes to closing the gap between where a student is and where we want them to be in their learning, there are three types of prompts that can be used with formative feedback to promote improvement.

- A reminder prompt is most suitable for able students 'Say more about how the actions of this leader influenced future events'.
- A scaffold prompt scaffolds the learning for students who need more support than a simple reminder 'Describe something that happened when the molten lava met the river'.
- An example prompt can be extremely successful with all students, but especially with less able students 'Choose one of these or your own: "He is a good friend because he never says unkind things", "He is a friend because he never tells lies."

	Descriptive setting Context: The Sea	Describing a Character	Other examples
Reminder prompt	Remember to use your senses: Describe the way the waves sounded using personification perhaps...	Add in some adjectives to help to paint a picture on the reader's mind. Can you think of a better adjective than bad?	You have clearly stated one way an archaeologist may find a site. Are there any others? (History)
Scaffolded prompt	Remember to use your senses: Were the waves calm and gentle? Was the sound crashing and thunderous? Use a simile: The sound of the waves was like...	Directive: Use a simile to describe how he eats. OR Unfinished sentence: He chewed his food like a ... What kind of monster was he? Change 'bad' for a word that will make him more scary.	He showed he was a good friend when... (finish this sentence) (PSHE)
Example prompt	Remember to use your senses: Choose one of these, or make up your own: The sea was blue-green, fiercely crashing and raging. The waves, white-tipped, ebbed and flowed, receding into the distance.	Try a simile to describe your character. Maybe 'He ate his food like a pig.' or 'He gulped down food like a greedy pelican.' Try one of these words or think of one of your own – ferocious, terrifying, evil	What signs of coastal erosion did you see? E.g. rock erosion, falling cliffs, structural damage to walls, etc. (Geog)