

St Anne's C of E Primary School



Feedback Policy 2026

Date	Reviewed by	Next review date
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1. INTRODUCTION

At St Anne's, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the EEF research surrounding effective feedback.

We believe 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
- ☐ provide specific guidance on how to improve and where applicable 're-think' their learning and not just tell pupils when they are wrong

We believe that feedback is an essential aspect of effective learning. It empowers the learner to be actively engaged in his/her learning and enables them to have ownership of their learning; maximising the responsibility children take in editing, correcting and improving their work. Any written marking should be meaningful, manageable and motivating.

2. RATIONALE

Our policy on feedback has at its core a number of principles:

- ☐ the sole focus of feedback and marking should be to further children's learning;
- ☐ evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- ☐ written comments should only be used where they are accessible to students according to age and ability and where relevant;
- ☐ verbal feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- ☐ feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- ☐ 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.
- ☐ All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

3. FEEDBACK AND MARKING IN PRACTICE

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At St Anne's, these practices can be seen in the following three areas:

Type	What it looks like	Evidence (for observers)
Immediate	• 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 further support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the feedback code	• Lesson observations/learning walks • Some evidence of annotations or use of feedback code/highlighting • Improvements evident in books, either through editing or further working
Summary	• Takes place at the end of a lesson or activity or the start of the next lesson • 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 success criteria • In some cases, may result in preparing whole class feedback, focusing on areas of need or outlining good examples	• Lesson observation/learning walks • May use timetabled pre and post teaching based on assessment • Some evidence of self or peer assessment
Review	• 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	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptation to teaching sequences tasks when compared to planning • Use of purple pen to review and improve own work.

4. IMPLEMENTATION

4.1 Feedback in practice at St. Anne's:

4.1.1 IMMEDIATE - During a learning activity:

- All children are given knowledge or skills-based **learning challenges** posed as a question within a context supported by **success criteria** so that they understand how to be successful within a lesson and can refer to this at any point in the lesson (see sample below used for most subject areas).
- The success criteria will be adapted to develop and broaden the understanding of the LC.
- Learning challenges may also include relevant always criteria which relates to prior learning.
- In line with High-Quality Teaching, adults in the class may also provide instant one to one feedback on the **progress** learners are making. Work may be marked, or advice and verbal feedback given, alongside the children during their learning activity using the feedback code below.
- High order questioning is also used to further challenge, guide and support children.
- Blank level questioning is used in accordance with Communication Friendly Schools.
- Dependent on age and ability, children are expected to **self-assess** against age-related criteria, throughout a lesson, gaining an instant insight into how successful they have been and indicating to the teacher their confidence in the differentiated tasks or the success criteria that leads to meeting the learning objective.
- If a child has received support, coaching or has worked independently, this is also indicated at any point during the lesson for the whole piece of work or specific sections within their work.
- Peer coaching is guided by the adults to model the expected support to enable children to work together to overcome challenges rather than provide answers.

4.1.2 SUMMARY – at the end of the lesson

- Learning challenge sheets are used in most lessons, in most subject areas and referred to at the end of the lesson, with the child self-assessing themselves against the success criteria (from Year 2 upwards) and referenced to by the class teacher.

DATE LC: Can I recognise, represent and partition numbers to 1,000,000? Context: Year 6 - Place Value (Step 1)				I think I was	My Teacher thinks
Recap What is the value of the number 5 in these numbers? $\begin{array}{r} 1,945,788 \\ 73,056 \\ 513,000 \end{array}$		Reasoning Annie is using place value counters. She has 4 ten-thousands counters, 12 thousands counters, 8 hundreds counters, 3 tens counters and 25 ones counters. What is the greatest number she can make?	Independent Coached Supported		
Success Criteria: ✓ I can identify the value of each digit in numbers to 1,000,000. ✓ I can represent numbers using place value charts and counters. ✓ I can partition numbers in different ways. ✓ I can count forwards and backwards through large numbers. ✓ I can solve problems involving numbers to 1,000,000.					

DATE LC: Can I predict what might happen in a book? Context: Class Text: Wonder by J. R. Palacio					I think I was	My Teacher thinks
I have used capital letters and correct punctuation ABC ? ! . ,	I have used finger spaces 	I have used correct letter formation a b c d e f g h	I have read my work back to check it makes sense? 	Independent Coached Supported		
Success Criteria: ✓ I can use clues from the cover and illustrations to predict what might happen ✓ I can discuss the things I notice and wonder from the clues with my partner ✓ I can write detailed sentences about what I notice, wonder and predict						

DATE				I think I was		My Teacher thinks	
LC: Can I sequence the Romans, Anglo-Saxons and Vikings on a timeline?							
Context: History Unit - How Have Invasions Shaped Britain?							
I have used capital letters and correct punctuation ABC ? ! . ,	I have used finger-spaces 	I have used correct letter formation? a b c d e f g h i	I have read my work back to check it makes sense? 	Independent			
				Coached			
				Supported			
Success Criteria: ✓ I can place key events in chronological order. ✓ I can identify when the Romans, Anglo-Saxons and Vikings lived in Britain. ✓ I can explain how one invasion led to another. ✓ I can use historical vocabulary accurately.							

- Pre or post-teaching sessions may be planned for on the same day or before the next lesson to aid in every child achieving
- Children may mark their work with a purple pen for example marking answers in maths. This will be acknowledged by the teacher in green pen.

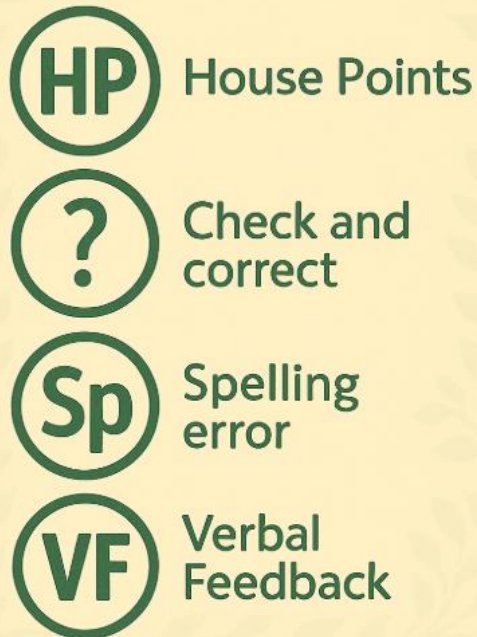
4.1.3 REVIEW – after the lesson

- Across the school, the success criteria are assessed by ticking against each criterion under the heading teacher.
- If appropriate for age and ability, children may use purple pen in their work to indicate where they have had a rethink or fixed their work – this is usually directed following whole class feedback
- In KS1 and 2, books are reviewed as soon after the lesson as possible so that knowledge gained can impact upon future planning. Whole class feedback will take place, when necessary, at the start of the next lesson addressing for example:
 - o misconceptions to be addressed;
 - o star performers and good examples to demonstrate ‘What A Good One Looks Like’;
 - o presentation issues for children to be reminded about or be improved;
 - o incomplete work to be dealt with by the teacher as appropriate;
 - o next steps for planning the impact of the previous areas on future lessons.
- Planning will be adapted and differ from medium term planning

4.2 Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or symbols relating to our marking code:

FEEDBACK CODES



4.2.1 Feedback codes

These codes are used as appropriate dependent on the age and ability of the children and may be used immediately within a lesson, summarised at the end of the lesson or reviewed shortly after a lesson.

Work is marked against the specific success criteria. Children will self-assess themselves by circling the parts of the success criteria they feel they have achieved. Teachers will tick the ones the children have achieved in green pen. For areas where the child needs to improve or is not yet secure, the teacher will indicate this with a green dot on the success criteria.

If appropriate for age and ability, the children will respond to any improvements in purple pen.

4.2.2 Marking work

Staff focus upon ensuring high standards of presentation (handwriting), punctuation and spelling skills are maintained using the school marking code as relevant to the cohort.

A tick in green pen is used for evidence of success. A dot signifies that there is an element of re-thinking to be carried out by the child and therefore further improvement is required. Coaching is provided and strategies for

improvement are given usually in the presence of the child. Where verbal feedback is given, this is recorded using the marking code.

Whenever required, additional time is made available for pupils to share improved understanding where there are misconceptions following the lesson (pre or post-teaching).

4.2.3 Feedback Sessions

Feedback sessions are used, when appropriate, either at the end of a lesson; the beginning of the next lesson or within any future lessons where the children will be guided as a class, a group or independently to correct and improve their work. This gives them ownership of their learning and maximises the responsibility in editing, correcting and improving their work. In some sessions the children will respond in purple pen.

4.2.4 Target-setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

Within English, children, where appropriate, identify their own targets on a sheet stuck into each child’s book. The children monitor their own targets and this way target setting is more meaningful.

				Year 3 Spring 1			
Key text: Greek Myths by Morzin Williams							
 Skills I will use from last year:		 New targets to master:		 My own targets:			
- I can use conjunctions but, or, because and ~~and~~ - I can start my sentences with a capital letter - I can end each of my sentences with a full stop or question mark - I can use suffixes -ing, -ed, -er and -est, where no change is needed in the spelling of root words		- I can write expanded noun phrases for description, using a comma when necessary - I can use subordinating conjunctions when - I can use apostrophes for singular possession eg. Minotaur's horns - I can use fronted adverbials, including punctuating with a comma.					
Spelling rules that I will use: Prefixes mis-, dis-, re- Adding suffixes beginning with vowel letters to words of more than one syllable. *Split digraph i: e with a short & long vowel sound (Year 1 revision) The /h/ sound spell h_ and gh_ at the beginning of words (Year 2 revision) <u>Independent writing outcomes:</u> Writing a myth style story, poetry - limerick							
NC Word list: Year 3/4 *1/2 words				Developing vocabulary			
believe	occasion	Labyrinth		monstrous			
island	occasionally	Gnarled		fearless			
everybody*	through	charged		determined			
complete	thought	hideous					
history	breathe	twisting		coarse			
imagine	children*			muscular			

In maths, a recap at the start of the lesson enables children to revisit concepts. These are based on number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, and standard written methods, these are revisited regularly regardless of the area of maths being taught.

There are no expectations that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child’s needs and progress.

5. ROLES AND RESPONSIBILITIES

The assessment leads alongside the Headteacher regularly, review, analyse and adapt the feedback policy through staff meetings, phase meetings, anonymous staff well-being surveys, shared book looks, non-negotiables list for subject leaders carrying out book looks. It remains the responsibility of class teachers and teaching assistants to ensure that the feedback policy and feedback codes are used well. It is also the responsibility of the children to recognise and use the feedback codes on display.

The policy is overseen by the Governing Body.

6. INCLUSION

The feedback codes are adapted according to age and ability and where possible verbal feedback remains the highest of priority for all children regardless of need as this has the highest impact.

7. LINKS WITH OTHER POLICIES

- Assessment Policy
- All Curriculum Policies
- Behaviour Policies