

St Peter's C of E Primary



Feedback Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Rationale

To ensure all children are given feedback in such a way that it is likely to encourage high standards, improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is given feedback throughout the school.

Aims

For pupils

- to inform them of their progress and motivate them to improve their performance
- to help them identify the criteria by which their future progress can be measured
- to develop their ability to accept criticism and praise in order that they can reflect more effectively on what they have learned
- to support each other in their learning through feedback
- to equip them with the skills of constructive self-criticism so that they can become effective independent learners

For teachers

- to inform them of the progress that children are making
- to diagnose individual learning needs
- to evaluate the impact of their teaching on children's knowledge, understanding and skills
- to become reflective practitioners
- to reinforce expectations and children's sense of purpose

Principles of Effective Feedback

1. Feedback should always reflect the learning intention of the activity but could also be general feedback or linked to targets.
2. Feedback should be carried out against agreed success criteria (both by the teacher and children)
3. Feedback can have different roles and purposes at different times and can involve both written and verbal feedback.
4. Feedback should play a key role in informing future planning.
5. Teachers should provide individual verbal feedback to children whenever appropriate or possible.
6. Feedback should be regular and frequent. All work is assessed but there will be occasions when it is not appropriate to mark in detail.
7. Feedback should not confuse attainment with achievement. It should always reflect the success criteria for individual children.
8. Be positive and constructive. Positive aspects of the work should be commented on and/or highlighted in green before giving suggestions for improvement. Not every mistake will be corrected as this may discourage children from trying to improve their work. **But ALL misconceptions must be addressed.**
9. Feedback should be linked to learning targets, success criteria or next steps. It should help the child to focus on the aspects that they need to develop.
10. Feedback procedures and standards should be consistently applied throughout the school.
11. Children should always understand the meaning of the marks/feedback they receive. A response from the child should always be encouraged where appropriate.
12. The school's feedback policy will be available to parents on request.
13. Feedback practices and procedures should be in keeping with the school's policies on Assessment, Recording and Reporting and in line with the ways the school recognises and celebrates children's achievements.
14. Marks should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports.
15. Feedback should allow children to self-improve their work.
16. Feedback MUST BE EFFECTIVE and impact on children's work.

Agreed marking procedures for 2025-2026

- All writing produced in Power of Reading lessons will be marked in depth with responses to marking carried out during the lesson or at the start of the next day. This may be done in oral or written form.
- In RWI lessons, writing is to be marked within the lesson alongside the children. RWI lessons also give the opportunity for children to mark their own work and 'fix' their mistakes.
- Due to the nature of small classes for maths, the majority of feedback will be oral, but books will be marked in detail as necessary and children will always make corrections to wrong answers, either during the lesson or during early morning work the following morning.
- Across all other areas of the curriculum, work will be marked but not in detail unless appropriate/necessary or where misconceptions arise.

Guidelines

The following agreed procedures for correcting children's work should be implemented by all staff where appropriate:

- a) All work will be acknowledged as being seen by a staff member. Work should be marked as soon as possible after completion and whenever possible in the presence of the child.
- b) The Learning Objective will be written on ALL English, DT, French (both in English and French), Music, Computing, Art (on Seesaw not in sketchbooks), Geography, History, PSHE (There will be two objectives one linked to social and emotional development and one linked to the theme. Please teach me to....). In science there will be two Learning Objectives – one content and one for working scientifically.
Key Questions will be used in RE. It should be obvious in the child's book or on Seesaw whether the LO has been met or whether the Question has been answered and understood.
- c) Learning objectives/Key Questions stuck in books will also be accompanied by the characteristics of learning, which children will reflect on at the end of the work alongside making a self-assessment.
- d) The feedback will predominantly relate to the learning objective or question and success criteria and the curriculum area being taught, i.e. In a piece of Science work, correct the Science not the English content. However, there may be instances where feedback is applied to other areas such as Science vocabulary, general presentation, or misspelt high frequency words which the child is currently working on etc.
- e) Where appropriate a brief written comment, informative and constructive should be made on the work. Areas where the success criteria have been met should be highlighted green.
- f) Teachers will target detailed feedback in other curriculum areas as they feel necessary/appropriate, however it should always happen when providing feedback to writing in Power of Reading. Feedback in maths generally happens during the lesson and work annotated where appropriate.
- g) Work that is correct should be marked with a tick and/or a positive, relevant comment made by the teacher. Incorrect work will be indicated by a cross or orange highlighter.
- h) When marked work is returned to children there should be some kind of verbal feedback either individually or as a class. Staff may write 'WT' meaning 'We Talked' or something similar.
- i) When correcting a piece of writing the following procedures should be implemented:
 - i. Spelling errors are identified using a wiggly line under the word that is incorrect but not all incorrect spellings will be corrected. Children in KS1 should be supported to correct the word and in KS2 children should be encouraged to use a dictionary.
 - ii. Orange highlighter will be used for incorrect or missing punctuation
 - iii. Two vertical lines should be inserted where a new paragraph should begin.
 - iv. 'Incomplete' indicates unfinished work and 'WS' with support. Sometimes a teacher may write 'I' or something similar to signify that the work was carried out independently.
- j) A request for correction will be indicated by a short comment and the area to be corrected will be highlighted orange. Corrections will be made either beside or above a wrong answer or at the bottom of the work.
- k) Teachers may use smiley faces, stamps and stickers. Children will also be asked to make a self-assessment.
- l) KS2 teachers may ask the children to evaluate their own or other children's work against the success criteria. Green means understood, orange – partly understood and more practice required.
- m) Teachers will mark using a contrasting coloured pen, but NOT red.

- n) Teachers will use their own discretion to decide whether rubbers should be used to correct mistakes. If rubbers are not used, children are asked to put a single thin pencil line through the error and write the correct word or number next to it. If they are unable to do this, they simply leave the mistake as it is. Once work has been marked, children may be invited to respond, make a comment or show how they reached an answer etc.
- o) All children are to write in pencil for maths and are allowed to write using a Berol or similar handwriting pen for other subjects from year 5 onwards (at the discretion of the teacher). In Year 6 children are expected to write in pen unless there are extenuating circumstances. Pencil should also be used for drawing diagrams, graphs and charts. Ball point pens, ink erasers and Tippex must not be used by children.
- p) A house point may be given by writing 'HP' at the end of the piece of work. Stickers, smiley faces, stars and reward stamps may also be given.
- q) Maths corrections must always be carried out and the correct answer written next to the cross. Incorrect answers which have been marked wrong must not be rubbed out.
- r) Due to the small cohorts, most feedback in maths will happen in the lesson and take place verbally. The teacher will indicate how much support a child has had by writing I – independent, P – partner or T – teacher. They will also note down any use of resources that the child has used to support them in answering the question as this aids future planning and assessment.

Feedback in EYFS

When writing in EYFS, the learning objective is highlighted in either green (the child has achieved the objective) or orange (the child has not quite achieved the objective) and then a brief observation on how well the child achieved or if they needed support is given.

Any other work is added to SeeSaw with a learning objective. Specific pieces of work may be added to their learning journey book, with an overview of the learning and how well it has been achieved.

Monitoring and Evaluation

Individual Subject Leaders and the SLT will regularly collect in samples of children's work from each year group/class to monitor the implementation of this policy.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievement and progress.

The performance indicators will be:

- a) an improvement in children's attainment
- b) teacher, child and parent testimony concerning the usefulness of the marking
- c) consistency in teachers' feedback across the key stages and between years
- d) an awareness on the part of the pupils of what is expected of them

Reviewed October 2025