



Chapelford Village Primary School

Academic Guidance Policy

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Policy Type	School - Mandatory
Owner	Headteacher
Approved By	Local Governing Body
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Summary of changes

Date of review	Summary of changes
October 2012	Updated Policy
September 2013	Updated Policy
July 2015	Updated Policy
April 2017	Updated Policy
September 2024	Updated Policy
September 2025	Updated Policy

APPROVED BY: Headteacher / Chair of Governors – September 2025

Teacher Feedback to Improve Pupil Learning

Tickled Pink – Green for Growth – Purple Progress

This policy has been revised after school's evaluation, which includes monitoring, teacher feedback and a review of 'Teacher Feedback to Improve Pupil Learning.' (**June 2021, Education Endowment Foundation**).

Introduction:

The aim of this guidance is to ensure that all children have their work responded to in a way that improves their learning and achievement whilst developing their self-confidence. It ensures consistency in marking throughout the school. Chapelford believes that teacher feedback done well supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be

Therefore, we endeavour for all marking and feedback at our school to be:

- meaningful
- motivating
- manageable

This document reflects the views and experiences of all teaching and support staff across the school. Responding to children's work is the responsibility of all teaching and support staff. It is reviewed regularly and uses specific research to support the intent and implementation (see Appendix A).

Purpose of responding to children's work through marking and feedback:

- to give recognition of a child's achievements and progress made from individual starting point
- to inform and stimulate further learning in the sequence of lessons
- to assist pupils in their next steps and to establish individual targets and areas for development
- to enable teachers to plan the next stage of teaching and learning and to establish the nature of this ie. further challenge, further practise or reclarification of learning
- to enable staff to make accurate judgements about pupil attainment
- to provide information for other staff involved in monitoring children's progress and attainment
- to identify where appropriate interventions need to be planned and carried out (with clear SMART targets)

Feedback may be given in a variety of ways at the appropriate level for the child's learning and understanding:

- **Verbally** - this could be a detailed conversation with an individual or group of pupils or a quick verbal comment
- **Written** - this may be written comments, written marks, scores, or a combination.
- **As part of the teaching model/sequence** e.g. shared in a plenary or between talking partners or children in groups

Principles and Ethos

Effective marking and feedback is an essential part of the education process. The EEF defines feedback as ***'information given by a teacher to pupil(s) about their performance that aims to improve learning.'*** At its heart, it is an interaction between a teacher and their pupil(s): 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. When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways.

Feedback can:

- focus on different content depending on the child's starting point, academic attainment and style of learning
- be delivered in different methods (according to this document)
- be directed to different people; and
- be delivered at different times

Feedback can be written or oral; and should be given regularly and frequently. Guidance states that there is not one clear answer for when feedback should be provided. It is the teacher's responsibility to judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. To effectively plan next steps, pupils at Chapelford will be given daily feedback in core subjects: Maths, Writing and Reading.

Children should have had the opportunity to have checked their work prior to marking and have proofread and edited where necessary. In English, children must be provided with quality time for editing and improving their work. This is known as Make A Difference (MAD) time, and will be evident with pupils responding in purple pen.

Expectations in children's books

Learning Goal and Success Criteria

The Learning Goal and Success Criteria serve as a guiding framework for pupils and teachers. For pupils, it helps them understand what they are expected to achieve and how they can demonstrate and apply their on-going knowledge and developing skills, enabling them to set focused targets and take ownership of their progress. For teachers, it provides a clear framework for assessing the child's completed work and identifying areas where pupils may need additional support or challenge, allowing for targeted feedback and instruction.

The Learning Goal is closely linked to the national curriculum statement that the pupil is working on and is adapted appropriately for the age and stage of the learner. The Success Criteria is clearly linked to the year group's key skills, also taken from the national curriculum. They are shared with the children at the beginning of the lesson and are directly referenced throughout each aspect of the lesson including the modelling, guided learning and questioning/assessment for learning. This reinforces the skills and knowledge the children are being asked to recall and apply. Children should reflect upon their own learning, with some support, at the end of the lesson with direct reference to the Learning Goal and Success Criteria. It is the teacher's responsibility to ensure the Learning Goal and Success Criteria are appropriate for their groups of learners as this will form a key element of the Assessment for Learning (AfL).

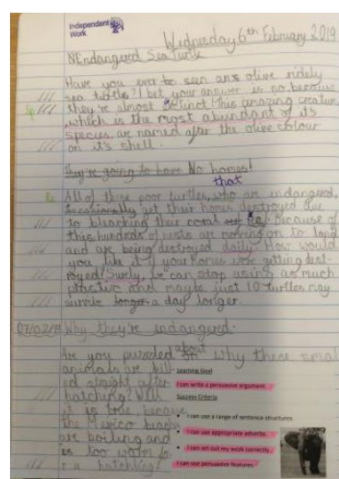
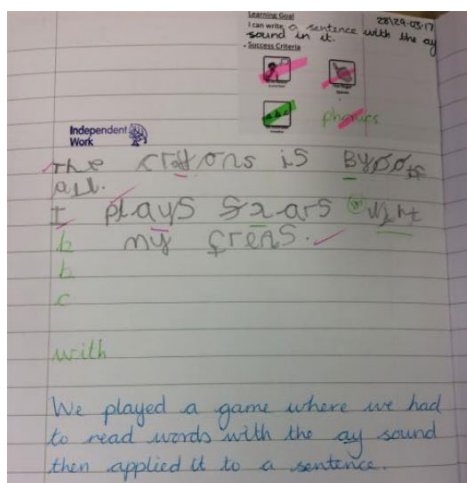
What does this look like in EYFS/KS1?

- **English:** The learning goal will be at the top of the sticker with the agreed visual success criteria (symbols). The Learning Goal and Success Criteria will be appropriately adapted for the age and stage of the learners. The Success Criteria is clearly linked to the knowledge and skills children need to develop and demonstrate to achieve the Learning Goal and should be selected purposefully.
- **Maths:** The label will have a title of 'Learning Goal' followed by the national curriculum statement or small step of learning, which are represented as I know/I can statements taken from the skills trackers we use at Chapelford. The same Learning Goal sticker may be used for more than one day if appropriate to ensure that the objective is embedded. In this instance, the Learning Goal sticker should be marked 'Working Towards (W/T) and subsequent stickers should indicate Continued Learning.
- **Science and Foundation subjects:** The learning goal will be evident in the floor book or pupil's book (Year 2 onwards). This will be presented as the lessons' enquiry questions with the appropriate I know/I can statements on the sticker for teachers and pupils to refer to. This label does not need a

Success Criteria.

What does this look like in KS2?

- **English:** The learning goal will be at the top of the sticker with written success criteria below. Where appropriate, visual success criteria may still be used. The Learning Goal and Success Criteria will be appropriately adapted for the age and stage of the learners.
- **Maths:** The label will have a title of 'Learning Goal' followed by the national curriculum statement or small step of learning. The same Learning Goal sticker may be used for more than one day if appropriate to ensure that the objective is embedded. In this instance, the Learning Goal sticker should be marked 'Working Towards (W/T)' and subsequent stickers should indicate Continued Learning.
- **Science and Foundation subjects:** The learning goal will be evident in the pupil's book. This will be presented as the lessons' enquiry questions with the appropriate I know/I can statements on the sticker for teachers and pupils to refer to. This label does not need a Success Criteria. The date will either be on the label or written by the children. This must be the long date in English and the short date in Maths and will be underlined with a ruler.



Academic Guidance

- Address all aspects of the Learning Goal and Success Criteria.
- Ensure that the date is correct (spelling days of the week is a Year 1 expectation).
- Address spelling, grammar and punctuation (relative to age and stage) in all subjects.
- Highlight strengths and areas for development against the Learning Goals.
- Build self and peer assessment against the learning goals and success criteria when appropriate.
- Provide opportunities for further challenge, demonstrating deeper understanding or further independent practice

For written feedback in all books across the curriculum, teachers will use pink and green pens and highlighters.

Tickled Pink

English: Use a pink highlighter to underline or highlight key strengths against the Success Criteria. Highlight the Success Criteria to show what the child has achieved in that lesson. If highlighting makes clear what has been achieved, additional comments are not required.

Maths: Use a pink highlighter to underline or highlight elements of the work that show children have achieved the Learning Goal and the I can/I know statements.

Comments

Any written comments should explicitly link to the achievement of the Success Criteria. They should be concise and explicit. For example: *well-chosen adjectives and prepositions to create suspense for the reader; not 'lovely description'*. Don't write lengthy comments such as *'This is fabulous work. I really liked it when you said the creepy, old woman. Well done John. I am proud of you.'* Such written feedback is deemed as not purposeful and whilst it may motivate and encourage a child, it does not move the learning on.

Green for Growth

English: Use a green pen or highlighter to show where elements of the success criteria could have been applied or improved. Alternatively it could address an error or misconception. Additionally, a green highlighter should be used where basic skills (spelling, grammar, punctuation) have been missed or where misconceptions are evident. This should be addressed in **MAD time** or during the next lesson. The Success Criteria will then be highlighted green if the child has demonstrated they have not understood the skill. If it is the case that the child simply hasn't included it so there can be no assessment, "W/T" (Working Towards) will be used. The child should then understand that they need to demonstrate this in subsequent lessons.

Maths and other curriculum subjects: Use a green highlighter to underline or highlight elements of the work that show a lack of understanding, are incorrect or that need revisiting. Additionally, a green highlighter should be used where basic skills (spelling, grammar, punctuation) have been missed or where misconceptions are evident. **Basic skills of an age and stage appropriate level must be addressed in the wider curriculum learning.**

Comments

When given, written comments should be constructive and specific; they give a job for the child to do to further embed their understanding. For example, write *'consider vocabulary choices to increase suspense.'* Avoid writing, *'Can you make it scarier?'* Comments could also include: *'check spelling', 'reread section two and edit.'*

VF can be written when verbal feedback, both for praise and next steps, has been given in place of a written comment..

Academic Guidance in Maths

- If it is correct, tick it in pink or if it is an explanation that the child has given under line in pink.
- If it is incorrect, dot or underline the part that is wrong in green.
- If it is incorrect formation or reversal, circle in green and write a correct formation for the child to practice and then fix.
- Green comments are written at the end of the piece of work to support addressing any misconceptions or to give next steps, including additional practice for consolidation or challenge to extend learning.

Science and Foundation Subjects

In science and foundation subjects, teachers will give feedback after every lesson on the skills and knowledge applied to the work produced. Basic skills, including handwriting, grammar and spelling must be addressed in all written pieces across the curriculum, using the guidance from the English marking. Teachers should assess the children's understanding of the I know/I can statements and address any

misconceptions or errors by underlining in green or putting a green dot next to an incorrect answer. Correct answers or responses that demonstrate a secure understanding should be highlighted or ticked in pink. These should be explicitly linked to the I can/I know statements. A brief pink or green comment may be added at the bottom of the page, but this is not required for short activities or when self or peer assessment has been used. A short comment should be given for extended pieces of work. policy.

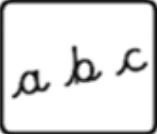
Marking Codes

When marking books across the curriculum, these codes will be used to support pupil understanding of written feedback and for consistency. They are applied at an age and stage appropriate level. This is to say, teachers need to use their judgement when marking and if a KS2 pupil requires more visual symbols then teachers should refer to the KS1 guidance/symbols. These marking codes will be stuck into each workbook for children to refer to if necessary.

Key Stage 2

Sp = Spelling
P = Punctuation
Re = Re-read
VF = Verbal feedback
DJ = DoJo

EYFS/Key Stage

	Incorrect/missing capital letter		Incorrect/missing full stop
	Use appropriate finger spaces		Incorrect/missing comma
	Write on the line		Incorrect/missing question mark
	Correct letter formation		Incorrect/missing exclamation mark
	Reread/check for sense		Check punctuation
	Spelling mistake		DOJO

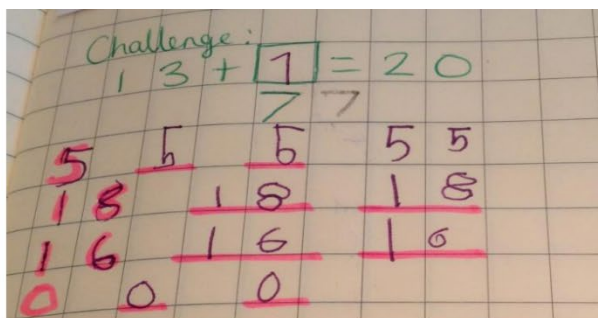
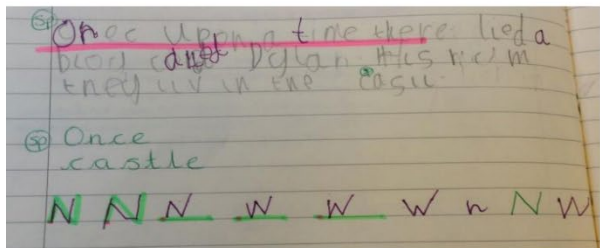
Codes should be written, in green pen, in the margins to guide children to be able to make specific improvements or corrections independently. To enable greater independence and deeper learning, a green line down the margin could be used to encourage children to amend larger sections of writing with less direct instruction. A further extension to this is to use the appropriate symbol at the end of an extended piece of writing.

Age and stage appropriate support for the same feedback could look like:

1. Comma on the line to indicate a missing comma
2. P on the line where the error occurs.
3. Highlighted section of text with P beside it.
4. P at the end of the writing.

Handwriting

Handwriting should be corrected when appropriate. Choose one or two letters or a letter join and model at the bottom of the page. Alternatively look for patterns of letters e.g. descenders y p g j. Correct reversed digits in maths and model improved presentation if required. Children should practice then and then correct in their work.



The photos above show a child being supported with presentation in both Maths and English through effective marking, as well as being given additional feedback and challenge.

Codes to show teaching process

Codes will also be used, in the form of a written or stamps, to show the level of support provided. This could just be a T, I or a TA. However, where the level of support has varied throughout the lesson, indicate this. For example, write T during the initial part of the lesson when you supported the child; write I when you left them to be independent. This is useful when it comes to the moderation of children's work and at key assessment points.

Spelling

Mark spellings that are age appropriate and/or follow a specific pattern (like ed endings). Age and stage appropriate common exceptions words should be addressed. Teachers should not pick more than five words as it may overwhelm the pupil. Where the teacher has given the correct spelling, the child must copy and practise three times before editing in their work.

Age and stage appropriate support for the same feedback on spelling could look like:

- **Level 1:** Underline the incorrect part of the word or the complete word in green and give the correct spelling for children to copy in.
- **Level 2:** Underline the incorrect part of the word in green so that they know which exact bit is wrong.
- **Level 3:** Underline the complete word and children amend the error within the word.
- **Level 4:** Sp in the margin but the children must work out which word is incorrect.
- **Level 5:** Underneath the paragraph, if there were incorrect words, **highlight the margin** and then write '**Check your spellings**' or '**Sp**'.

Children understanding their learning

Children must be guided to check their work before completing it to reflect on progress made towards meeting the Learning Goal/Enquiry Question, meeting the Success Criteria and progress towards the I know/I can statements. Children should be encouraged to check their work before handing it in to ensure:

- The date has been written correctly and underlined
- All writing makes sense and is coherent
- Age and stage appropriate basic skills have been checked and corrected

Teachers can choose to do more detailed self-assessment using checklists. Some of the work of children can be self-marked and/or peer marked under the teacher's guidance thus encouraging children to evaluate and reflect upon their own progress. This must always be reviewed by the teacher. This should be modelled through Quality First Teaching.

Children's Response to Marking

Children should feel motivated and engaged by the marking process. Children should be provided with quality time to edit and improve their work and respond to teacher feedback during **MAD time** which is completed in purple pen; we call this purple progress. 'Make a difference' time happens at the beginning of each session and additionally, children may be given extended time for purple progress when appropriate.

Response to marking should always be checked by the teacher and noted by a pink tick.

If a child's response to marking is does not meet expectations or is incorrect, teachers should address this as quickly as possible. This could include verbal feedback and then addressed the next day or giving the correct answer/prompt. In Maths, they should complete the next step challenge or corrections.

Assessment and Feedback in EYFS

In EYFS, continuous assessment is used to track pupil progress daily. Observations of the children are captured in their individual learning journey books, whole class floor books and on photographs which are uploaded to their online learning journey platform: Tapestry.

Literacy

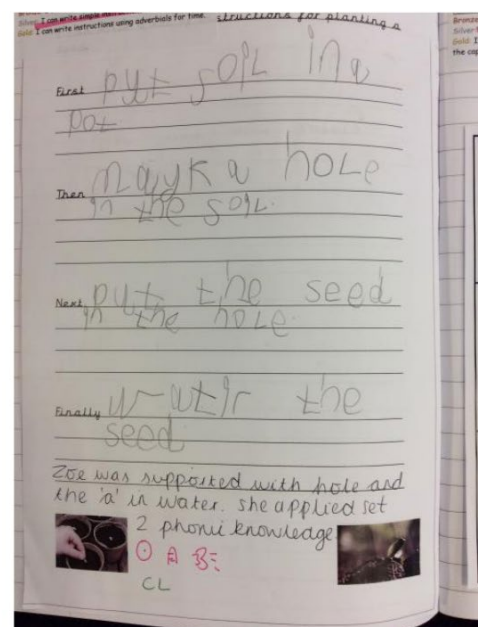
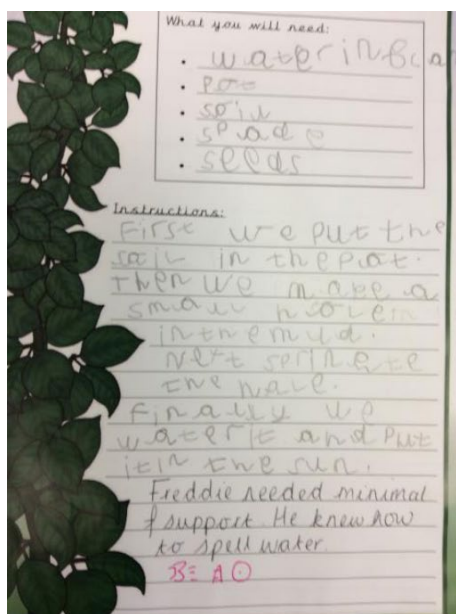
Evidence of children's weekly writing can be seen in their Writing Apprenticeship books. This is a wide range of work that is linked to different areas of the curriculum and a mixture of both teacher/teaching assistant-guided writing and independent writing. Each piece of teacher guided writing has a learning goal which is highlighted with pink when evidenced and green when not achieved. The teacher will also write a short comment which provides an insight into how the child completed this task and what their level of understanding was.

Numeracy

Evidence of children's maths learning can be seen on their Tapestry page and is recorded in the class floor book, which shows a range of the maths learning that has taken place each week. Next steps are evidenced when appropriate and these are personalised to the children.

Foundation Subjects

Evidence of wider curriculum learning can also be seen in the whole class floor book as well as uploaded onto Tapestry. All work is clearly stated whether it has been completed independently or with a teacher. Green pen is used to address any misconceptions, and pink is used to highlight successes. Each teacher is responsible for ensuring that a wide range of abilities is shown in the floorbook, as well as a sample of work from each child throughout the unit of learning.



Monitoring and Evaluation of Assessment and Feedback

Subject leaders, Year Group Leads and members of the Senior Leadership Team are responsible for monitoring the consistency, quality and impact of marking and feedback through regular book looks, learning walks and pupil conferencing. They will also check that this guidance has been followed to ensure marking is meaningful, motivating and manageable. Feedback will be given to staff to support next steps, where necessary, and areas of best practice will be shared.

Making Marking Manageable

Marking must be meaningful and motivating for our pupils. It is our intention that all work a child produces is acknowledged; therefore, we give feedback (mark) to all work in books. As a school, we want the process of written feedback to be manageable so that quality time can be spent on the other aspects of teaching (such as planning and preparing resources). Additionally, it is important to use that all staff maintain a positive work-life balance.

When assessing a child's work and considering what the appropriate feedback should be, the desired outcome of the process must be considered. ***How much of a difference will this marking make?*** If the child has worked independently during the lesson, then a greater level of marking is likely to be required. If a child has been supported through a guided writing session, then very little marking should be required. A teacher should use their professional judgement as to the level of detail needed depending on the scaffolds, support and assessment in the lesson.

At times, such as during incidental writing opportunities that support the final outcome, children will need more support through marking (unless they were in the guided group). This is the crucial point of assessment where teachers can determine whether key skills are being applied correctly. This assessment should inform individual targets, but also the next steps in the teaching sequence.

Peer marking and self-marking can be used at times when teachers feel it is purposeful. For example, to mark a Maths starter activity or fluency-based task. A Guided Reading group may also mark their pre-read tasks with the teacher at the beginning of their session. All peer and self-assessments should be completed in purple pen and the teacher must ensure they review this for accuracy and misconceptions.

We recognise that there are times, such as when children are planning a final write, where marking only needs to address spelling and to ensure that plans are logical. No lengthy comments are required in this guidance. We recognise that sometimes teachers and teaching assistants may wish to write a longer pink comment to really praise a child; these should be specific to individual targets or the success criteria.

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

Principles		Methods	Implementation		
1 Lay the foundations for effective feedback  - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).	2 Deliver appropriately timed feedback that focuses on moving learning forward  - There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.	3 Plan for how pupils will receive and use feedback  - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	4 Carefully consider how to use purposeful, and time-efficient, written feedback  - Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. - The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. - Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.	5 Carefully consider how to use purposeful verbal feedback  - Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. - However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback  - Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. - Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.