



Feedback Policy



Adopted: July 2025

Review Date: July 2026

Impact

Our feedback policy is designed to positively impact on the progress of **ALL** learners. Timely, appropriate feedback is given in a range of ways to enable pupils to improve on misconceptions, correct spelling, enhance knowledge and take pride in their presentation of work.

Staff wellbeing

When constructing the policy, the impact on teacher workload has been considered with the following actions:

- One colour pen as opposed to multiple colours
- Less codes making it easier for children to identify strengths and next steps
- Marking Response Time (MRT) being used at the discretion of teachers



Feedback Codes

C Correction needed (Maths)

■ Means that there is a small error to correct (Maths)

✓ Work is correct and common exception word spelt accurately

 Check spelling and evidence correct spelling in your book

Pupils write in pencil or blue ink.

Pupils Marking Response Time in pink ink

Teachers mark in green or turquoise ink.

Types of feedback:

Whole class feedback

Whole class feedback sheets may be used in conjunction with 'live' marking to extend or develop knowledge at the point of teaching. This may not necessarily be evidenced in pupils books but class feedback sheets show areas of misconception and where pupils can be challenged further.

Peer assessment and self-assessment

In some cases, pupils will have the opportunity to mark their own work or the work of their TLP in accordance with the success criteria or given answers (Spelling/Maths). A sample of books are checked weekly by the staff to ensure that this feedback is being used accurately.

Deep Marking

Pupils will write one extended narrative each week. This will be marked in detail by the staff member, celebrating strengths and providing clear next steps. MRT will be used at the discretion of the staff member.

How does our marking policy show progression?

Class feedback sheets, MRT and deep marking identify strengths and targets for pupils. These are added to individual pupils target sheets so that they can explain their own next steps for learning.

Presentation

Children take pride in the presentation of their work. Work is presented neatly and consistently. To ensure work is well presented:

- Date is written from the top left (in Maths a shorter version of the date may be used)
- Learning Intention (LI) is written from the left margin underneath the date
- Building Learning Power (BLP) is written from the left, underneath the Learning Intention
- Pupils with SEND may have their presentation adapted to meet their individual needs for example the LI and BLP may be typed and stuck in or it may be transcribed.

A culture of children taking pride in their work is reinforced by:

- Learning stamps from the Head of School
- Team points awarded
- Gold award/work of the week award for a particular piece of work
- Wall of fame recognition during the lessons
- Achieving a pencil/pen (see below)
- Sending home copies of work to share with parents

Effort of the learner and quality of work depending on child's needs is considered when selecting the method of recognition.

Pens/pencils

Children in reception use a red pencil to support their mark making skills and developing their fine and gross motor skills to begin to write letters that are recognisable.

Yellow and Black

Children progress to yellow and black HB pencil when they are developing their sentence writing skills.

Superstar Writer

When children write well- structured sentences following the school handwriting policy they are awarded a superstar writer pencil.

Silver Pencil

When children write extended narratives that are well structured, consistently follow the schools handwriting policy across all curriculum content and demonstrate a high level of pride, they are awarded a silver pencil.

Tri-writer

When children consistently demonstrate pride in their presentation and layout of work across all curriculum subjects, often writing detailed responses where they have reviewed the content independently, making changes where necessary and joining fluently they are awarded a tri-writer pen.

Silver pen

Following all examples in the tri writer pen category plus maintaining a commitment to constantly improving their work through editing, particularly with spelling and punctuation. Work is consistently laid out, well sequenced and will usually draw on appropriate vocabulary which is used to engage the desired audience. A strong understanding of the reader is applied across a range of genres.

Gold Pen












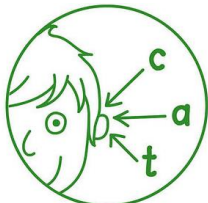

Exceptionally high standard of presentation is displayed across all work in all subjects. High levels of stamina for writing and a positive attitude towards extending and improving work. Spelling mistakes are quickly acted upon and punctuation is highly effective.

Platinum Pen

All other criteria has been met. In addition to this, spellings mistakes are rare. Grammar is accurate across all subjects and writing is inspiring with higher level vocabulary used to great effect, matched with accurate use of verbs and tenses.

Next Steps

Teachers will provide children with next steps to move their learning forward. Next steps are visual and will be identified through the use of a stamp.

 <p>Finger spaces</p>	 <p>Full stops</p>	 <p>Punctuation</p>	 <p>Capital/lower case letters</p>
 <p>Connectives</p>	 <p>Proof read</p>	 <p>Letter formation</p>	 <p>Capital I</p>
 <p>Use a thesaurus change the word</p>	 <p>Paragraphs</p>	 <p>Dictionary</p>	 <p>Represents some sounds correctly</p>
 <p>Join handwriting</p>			

We are aiming for pupils to be challenged appropriately; engage with feedback to improve their work and take pride in their presentation.