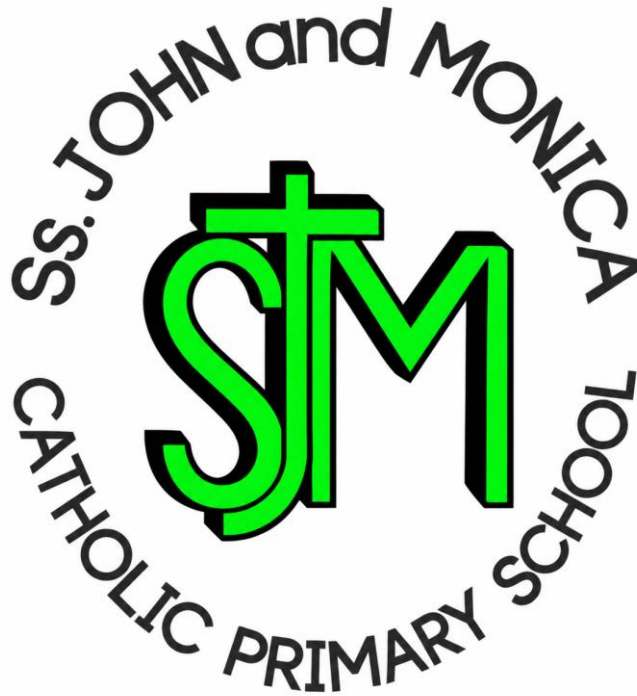


SS John & Monica Catholic Primary School

Feedback and Response 2026–27



Our Mission

**‘At SS John and Monica’s we learn through the example of Jesus to love,
respect, understand and value each other’**

Contents

Main policy sections

Section	Page	Section	Page
1. Purpose and Scope	4	14. Feedback and Response in EYFS	14
2. Evidence-Informed Principles	5	15. Learning Focus and Feedback	15
3. Our Whole-School Feedback Cycle	5	16. Pupil Self-Assessment	16
4. Feedback is a Two-Way Process	7	17. Teacher Assessment of the Learning Focus	16
5. Teacher Engagement with Pupils' Work	8	18. Recording Independence and Learning Context	17
6. Errors, Misconceptions and Developing Understanding	9	19. SEND, Adaptation and Independence	17
7. Recognising Successful Learning	9	20. Whole-School Teacher Feedback Symbols	18
8. Green and Pink Feedback	10	21. Roles and Responsibilities	18
9. Pupil Response to Feedback	10	22. Monitoring and Quality Assurance	20
10. Live and Verbal Feedback	11	23. Pupil Voice During Monitoring	21
11. Whole-Class Feedback	11	24. What Monitoring Will Not Become	21
12. Presentation, Completion and Care	12	25. Implementation and Professional Development	21
13. Feedback Across the Curriculum	12	26. Review	22

Policy Information

Policy	Feedback and Response Policy
Academic Year	2026–27
Status	Final
Date	September 2026
Applies to	Teachers and support staff
Linked policies	Teaching and Learning; English; Mathematics; Assessment; SEND
Review	In accordance with the school policy cycle, or sooner if guidance or school practice changes

1. Purpose and Scope

At SS John & Monica Catholic Primary School, feedback is an integral part of effective teaching and learning.

It helps pupils to:

- recognise successful learning;
- understand what they need to improve;
- correct errors and misconceptions;
- become increasingly accurate and independent; and
- make progress through the curriculum.

It enables teachers to:

- establish what pupils know, understand and can do;
- identify successful learning;
- recognise gaps, errors and misconceptions;
- decide who requires further support, practice or challenge; and
- adapt subsequent teaching.

Feedback is not something that happens only after a lesson or through written marking. It is an ongoing process in which teachers teach, check pupils' understanding, respond to what they discover and provide opportunities for learning to improve.

This policy includes	This policy does not cover in detail
Formative assessment and checking for understanding	Statutory assessment
Teacher engagement with pupils' work	Formal summative testing
Live, verbal and written feedback	Data collection and tracking systems
Whole-class feedback	Statutory reporting arrangements
Errors and misconceptions	End-of-year assessment procedures
Pupil response and self-assessment	

This policy includes	This policy does not cover in detail
Feedback conventions and marking symbols	
Presentation, completion and care	
Monitoring of feedback and response	

Feedback exists to improve learning, not to provide evidence that marking has taken place.

A pupil's book should demonstrate that their work matters: learning is completed with appropriate care, teachers know how well the pupil is learning, success is recognised, significant misconceptions are addressed and, over time, pupils become increasingly accurate, knowledgeable and independent.

2. Evidence-Informed Principles

Our approach is informed by current evidence around effective feedback, formative assessment and teacher workload.

The Education Endowment Foundation identifies three important principles:

Principle	What this means at SS John & Monica
High-quality initial teaching	Feedback cannot compensate for unclear teaching. Explanation, modelling, questioning, scaffolding and practice come first.
Appropriately timed feedback which moves learning forward	Feedback may happen during the lesson, immediately afterwards or through subsequent teaching.
Planning how pupils will receive and use feedback	Feedback should lead to thinking, correction, practice, refinement, explanation or application.

The school also recognises the DfE principles that marking and feedback should be meaningful, manageable and motivating.

The method of feedback is less important than whether it improves learning. Verbal feedback, live feedback, written prompts, whole-class feedback, further modelling and subsequent teaching may all be effective.

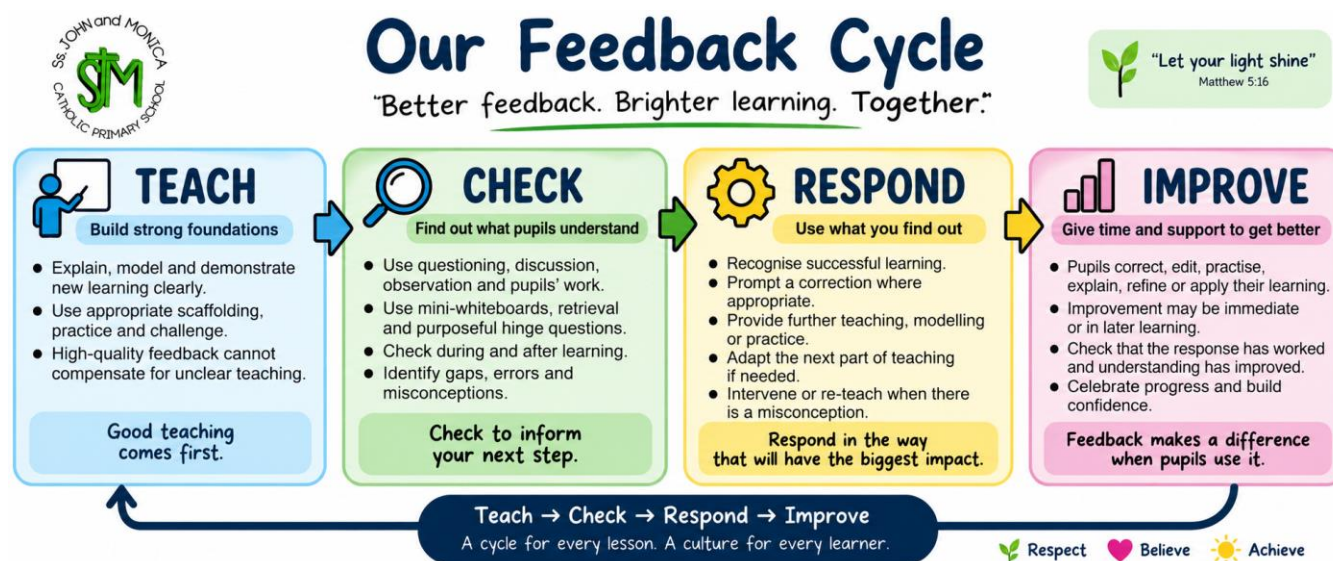
There is therefore no expectation that every piece of work receives detailed individual written feedback.

Reducing unnecessary written marking must never mean reducing teacher engagement with pupils' work.

Teachers are professionally responsible for knowing how well pupils are learning.

3. Our Whole-School Feedback Cycle

TEACH → CHECK → RESPOND → IMPROVE



The diagram above captures the whole-school approach. The table below provides the practical detail.

TEACH	CHECK	RESPOND	IMPROVE
Provide strong initial teaching.	Find out what pupils actually understand.	Use what you discover.	Establish whether learning has moved forward.
Explain, model and demonstrate.	Question, observe and discuss.	Recognise successful learning.	Correct and edit.
Scaffold appropriately.	Look at pupils' work.	Prompt an independent correction where appropriate.	Practise again.
Provide practice and challenge.	Use mini-whiteboards and retrieval.	Model or provide further practice.	Explain and refine thinking.
Build on prior learning.	Use purposeful diagnostic or hinge questions.	Intervene or re-teach.	Apply learning again.
	Identify gaps and misconceptions.	Adapt subsequent teaching.	Check again.

TEACH

High-quality feedback begins with high-quality teaching. Teachers should make the intended learning clear and provide appropriate explanation, modelling, scaffolding, practice and challenge. Feedback should not become a mechanism for correcting problems that could more effectively have been prevented through strong initial teaching.

CHECK

Teachers deliberately establish what pupils know and understand during and following learning. Checking may include questioning, observation, discussion, pupils' work, mini-whiteboards, retrieval, pupil self-assessment, carefully chosen examples, and hinge or diagnostic questions.

Hinge questions and checks

Hinge questions or hinge activities should be used at appropriate points where the teacher needs to know whether pupils are ready to move on or whether an important misconception remains. They should become part of normal formative teaching rather than an additional worksheet or compliance activity.

There is no expectation that every lesson contains a separately recorded hinge question.

Their purpose is to give the teacher useful information. For example, a carefully chosen multiple-choice question may reveal that several pupils have reached the correct answer through an incorrect place-value strategy. The value of the question lies in what the teacher does next.

RESPOND

Teachers use evidence from checking to decide what response is required. Possible responses include recognising successful learning, giving a brief prompt, asking a pupil to reconsider, providing further modelling, giving additional practice, working with a small group, providing whole-class feedback, using same-day intervention, re-teaching a concept, or adapting the next lesson.

The appropriate response depends upon what the pupil understands, not simply whether the answer is right or wrong.

IMPROVE

Pupils should have appropriate opportunities to act upon feedback. Improvement may involve correcting, editing, retrying, practising, explaining, refining, reworking or applying learning later.

Improvement does not always need to appear underneath the original piece of work. A misconception identified on Monday may be re-taught on Tuesday and demonstrated securely on Wednesday.

The cycle is not complete simply because feedback has been given. We need to know whether learning has moved forward.

4. Feedback is a Two-Way Process

Feedback should not be viewed only as information from teacher to pupil.

Direction	What this means
Pupil → Teacher	Responses, questions, work and self-assessment give the teacher information about understanding.
Teacher → Pupil	The teacher recognises success and identifies what should happen next.
Pupil → Learning	The pupil corrects, practises, improves, explains, refines or applies learning.

Checking for understanding is therefore itself an important form of feedback. The pupil's response tells the teacher whether to pause → clarify → practise → re-teach → adapt → or move on.

5. Teacher Engagement with Pupils' Work

Teachers are professionally responsible for knowing how well pupils are learning. They must routinely engage with work during and/or following lessons sufficiently to identify:

- what pupils have understood,
- successful learning,
- significant errors,
- gaps and misconceptions,
- pupils requiring support or further practice,
- pupils ready for greater challenge,
- whether previous feedback has had an impact,
- completion of learning,
- and standards of presentation and care.

There is no expectation that every piece of work receives individual written feedback. There is an expectation that teachers know what pupils have produced and use this knowledge to inform teaching.

During learning	Following learning
Circulating and checking	Reviewing completed work
Live marking	Looking closely at selected questions or responses
Questioning pupils	Identifying class patterns
Checking mini-whiteboards	Reviewing self-marked work
Observing pupils' strategies	Identifying pupils requiring follow-up
Listening to discussion	Planning subsequent teaching
Providing immediate feedback	Preparing whole-class feedback

Not every calculation or sentence needs to be individually checked by the teacher. Where pupils are securely practising something and accurately self-marking, it may not be useful for the teacher to repeat that process afterwards. Where learning is new, significant or insecure, closer teacher scrutiny is likely to be required.

Work should not be allowed to drift

Reducing 'marking' must not result in teachers becoming detached from pupils' books. A sustained sequence showing:

- repeated misconceptions,
- recurring correctable errors,
- unfinished learning,
- ineffective pupil response or deteriorating presentation without an evident teacher response would suggest that the feedback cycle is not functioning effectively.

The issue is not the absence of teacher ink. The issue is the absence of teacher engagement and response.

Every pupil should feel that their work is seen, valued and used to help them learn.

6. Errors, Misconceptions and Developing Understanding

An incorrect response does not always require the same teacher action. Teachers should consider whether they are seeing an error/slip, a misconception, or an answer which is correct but could be developed further.

What has happened?	What does it mean?	Likely response
Slip / error	The pupil has the underlying knowledge but has made an isolated mistake.	PROMPT
Misconception	The pupil's underlying understanding is incorrect or incomplete.	TEACH
Accurate but underdeveloped	The pupil understands but could make the response more precise, complete or sophisticated.	DEEPEN

Throughout this policy, Daniel is used as a consistent illustrative example to show how feedback and response may operate across different subjects and contexts.

Example: Mathematics

Daniel calculates: $347 + 286 = 623$

If Daniel says, “ $7 + 6$ is 13. I accidentally wrote 2 instead of 3,” he understands the process. Response: prompt him to check and correct.

If Daniel says, “ $7 + 6$ is 13. I put the 3 there but I don't know what happens to the ten,” he does not understand exchange. Response: model, teach and practise the concept before checking again.

The same incorrect answer may be a slip for one pupil and evidence of a misconception for another.

Teachers use their knowledge of the pupil, questioning, work and checks for understanding to make that judgement.

7. Recognising Successful Learning

Feedback should not operate solely as an error-detection system. Teachers should also recognise learning that pupils should notice, repeat and build upon.

This may include:

- a successful strategy,
- precise vocabulary,
- an effective sentence construction,
- accurate subject knowledge,
- a thoughtful explanation,
- effective use of evidence,
- improved presentation,
- successful independent application,
- or evidence that previous feedback has been acted upon.

Where useful, feedback should make clear why something is successful.

Less useful	More useful
“Excellent!”	“Your explanation uses evidence from the source to support your conclusion.”

The purpose is to help the pupil recognise what is worth repeating.

8. Green and Pink Feedback

The school retains green and pink highlighting as a simple shared convention. The colours themselves are not the feedback. Their usefulness depends upon how teachers and pupils use them.

Colour	Meaning	Purpose
Green	Notice and Repeat	Identifies successful learning worth recognising, reinforcing or applying again.
Pink	Think and Improve	Identifies something requiring attention, correction, refinement or reconsideration.

Green example

Daniel uses a particularly precise phrase to create atmosphere in a setting description. The teacher may highlight this green and discuss why it is effective so Daniel can consciously use that technique again.

Pink example – slip

Daniel normally uses sentence punctuation correctly but misses a full stop. A small pink indication or P may be enough for Daniel to reread and correct independently.

Pink example – misconception

Daniel repeatedly joins independent clauses with commas because he does not understand sentence boundaries. Highlighting every comma pink is unlikely to help. The response should be teaching.

Pink should not replace teaching. Green should not replace explaining what has been successful.

There is no requirement for pink and green on every page, a set number of highlights, every correct answer to be highlighted, or every error to be highlighted. Feedback should be selective and purposeful rather than decorative.

9. Pupil Response to Feedback

Where feedback requires action, pupils should normally be provided with an opportunity to improve. This does not mean every piece of feedback requires a written response immediately underneath it.

Feedback	Possible pupil response
Spelling slip	Correct the spelling
Arithmetic error	Recalculate
Weak explanation	Add reasoning
Misconception	Participate in re-teaching and practise a new example
Successful vocabulary choice	Apply it again in later writing
Whole-class feedback	Edit or improve selected aspects of work
Further teaching	Demonstrate improved understanding in later work

Correction is not always enough

Daniel writes that the value of the 4 in 34,562 is 4. He changes it to 4,000. This correction alone does not prove that the misconception has been resolved. The teacher might give Daniel another number and ask, “What is the value of the 6 in 26,781?” This checks whether understanding transfers to a new example.

The purpose is not to prove that a pupil has responded to feedback. The purpose is to establish that learning has moved forward.

10. Live and Verbal Feedback

Feedback should take place as close to the learning as is useful. Live and verbal feedback are therefore strongly encouraged where they enable pupils to respond immediately.

- asking a pupil to reconsider an answer while circulating;
- modelling a sentence to a group;
- identifying successful vocabulary during writing;
- correcting the position of digits before a pupil completes ten further questions incorrectly;
- discussing historical reasoning;
- asking a pupil to explain a mathematical strategy;
- stopping the class to address a shared misconception.

There is no requirement to record V in books to prove that verbal feedback took place.

If verbal feedback leads to improved work or understanding, that improvement is the meaningful evidence. However, if staff feel that using the V symbol will aid and impact learning to remind children of the interaction then it may be used.

11. Whole-Class Feedback

Where a pattern is evident across a class, whole-class feedback may be more effective than writing the same comment repeatedly in individual books.

Successful learning	Areas to revisit
Strong examples	Common misconceptions
Effective vocabulary	Sentence construction
Accurate reasoning	Key vocabulary
Successful application	Presentation issues
Improvements since previous learning	Knowledge gaps

Teachers may then model examples, revisit knowledge, share anonymised examples, practise together, provide targeted tasks, ask pupils to edit, support particular groups, or adapt subsequent teaching.

Whole-class feedback should remain responsive to actual learning, rather than becoming another form to complete.

12. Presentation, Completion and Care

Reducing written marking must not result in reduced expectations for pupils' work. Pupils should understand: **My work matters.**

Expectations should be age appropriate and may include:

- handwriting,
- organisation,
- use of equipment,
- diagrams and tables,
- appropriate corrections,
- completion,
- care of books,
- and pride in recorded learning.

Presentation supports learning but should not become more important than learning itself.

Example

Daniel produces a thoughtful extended response but his handwriting becomes untidy towards the end. It would rarely be appropriate to require the whole piece to be rewritten solely for presentation. Instead, the teacher might identify a specific handwriting or presentation expectation to apply in subsequent work.

Repeated incomplete work

If Daniel repeatedly finishes considerably less than expected, the teacher should not simply write “Finish” each time. The teacher should consider the underlying reason: does Daniel understand; is transcription slowing him; is the quantity inappropriate; is he avoiding challenge; is he dependent upon adult prompting; does he need a different scaffold; or is there another barrier?

A beautifully presented book does not necessarily demonstrate strong learning. Equally, strong learning is not an excuse for consistently poor presentation or lack of care.

13. Feedback Across the Curriculum

The whole-school principles apply across all curriculum subjects. However, consistency of principle does not mean uniformity of practice. Feedback should reflect:

- the intended learning,
- the subject,
- the pupil,
- the stage within a sequence,
- and the most effective way to move learning forward.

Mathematics

The teacher should establish whether pupils understand the mathematical concept, not simply whether answers are correct. Effective approaches may include:

- live checking,
- questioning,
- self-marking,
- mini-whiteboards,
- representations,
- immediate correction,
- same-day intervention,

- and subsequent re-teaching.

Daniel – slip: Daniel has correctly exchanged in nine calculations but makes one isolated arithmetic mistake.

Response: brief prompt and independent correction.

Daniel – misconception: Daniel repeatedly fails to exchange because he does not understand the place-value relationship. Response: model with representations, teach, practise and check again.

Where appropriate, SD – Same-Day Intervention may be recorded to show that a significant gap or misconception has been addressed through additional teaching and practice.

English

Feedback in English should develop increasingly effective and independent readers and writers. Teachers may use:

- live feedback,
- questioning,
- modelling,
- discussion,
- whole-class feedback,
- selective green/pink highlighting,
- brief symbols,
- editing,
- and re-teaching.

Feedback should be related to the intended learning and stage of writing, rather than correcting every technical error simultaneously.

Daniel – punctuation slip: Daniel normally uses capitals accurately but forgets one at the beginning of a sentence. Cap may be enough.

Daniel – punctuation misconception: Daniel uses capitals randomly within sentences. Repeated Cap annotations will not resolve the issue. Teach the underlying rule.

Following substantial writing outcomes, whole-class feedback and planned editing may be particularly useful.

Science

Feedback should focus upon scientific knowledge, concepts, vocabulary, enquiry, reasoning and application.

Daniel writes: “The sugar disappeared when we stirred it into the water.” The teacher checks what Daniel means. If he understands that the sugar remains present but has dissolved, the issue may be imprecise vocabulary. If he believes the sugar no longer exists, this is a misconception which requires teaching. A practical activity or neatly completed page does not automatically demonstrate scientific understanding.

Religious Education

Feedback should support pupils to develop secure religious knowledge, use appropriate vocabulary, make connections, reason, reflect, and discern where appropriate. Teachers should distinguish between incorrect knowledge and personal reflection.

Daniel writes: “Moses received the Ten Commandments when God spoke to him from the burning bush.” This is inaccurate religious knowledge and should be addressed. By contrast, where Daniel reflects upon how he might feel if called by God, there may not be one correct personal answer.

Wider Curriculum

Feedback should maintain the integrity of the subject and focus on knowledge, concepts and disciplinary thinking.

E.g. History – error: Daniel understands the Roman → Anglo-Saxon → Viking chronology but accidentally places AD 43 in the wrong place on a timeline. A brief prompt may be sufficient.

History – misconception: Daniel writes, “The Romans built straight roads because they had cars.” This reveals inaccurate historical understanding. Pink alone cannot supply knowledge Daniel does not possess. Question → revisit knowledge → teach → check again.

History – developing understanding: Daniel writes, “The Romans built roads so soldiers could travel quickly.” This is correct. The teacher asks, “Why was moving soldiers quickly important?” Daniel develops this to explain how roads helped Rome respond to rebellions and maintain control.

Feedback is not always about correcting something wrong. It may also deepen accurate thinking.

14. Feedback and Response in EYFS

The principles within this policy apply equally within the Early Years Foundation Stage. Effective feedback remains a process of teaching, checking understanding, responding and helping children improve. The difference lies not in the principles, but in how those principles are implemented.

In EYFS, feedback is most often immediate, verbal and delivered through high-quality adult interaction. Adults continually observe children during adult-led learning and continuous provision, using discussion, careful questioning and modelling to establish what children know, understand and can do. Adults seek to understand children's thinking rather than simply correcting an error or completing a task for them.

TEACH → CHECK → RESPOND → IMPROVE

Adults:

- teach and model new knowledge, skills and vocabulary;
- observe children closely during learning, play and continuous provision;
- use careful questioning and discussion to understand children's thinking;
- identify misconceptions, errors, gaps or emerging understanding;
- provide prompts, modelling, explanation or additional opportunities to practise;
- revisit learning where necessary; and
- check whether children can demonstrate improved understanding through talk, play, application or subsequent learning.

For example, if a child repeatedly builds an unstable tower, the adult would not simply correct the child or rebuild it for them. The adult would observe, question and explore the child's thinking before providing an appropriate prompt, model or explanation. The child then uses this feedback to improve and refine the way the blocks are stacked.

Evidence of learning

In EYFS, evidence of feedback and response may be seen through:

- observations of children during adult-led learning and continuous provision;
- learning journals and class books;
- pupil discussion and explanation;
- adult interaction and professional knowledge of the child;
- subsequent improvements in learning; and
- children's increasing confidence, independence and security.

The effectiveness of feedback should not be judged by the quantity of written evidence or photographs collected. Photographs may record that an experience took place, but do not by themselves demonstrate what a child understood or learned. Observation, professional knowledge of the child and discussion with children will often provide more useful evidence.

Self-assessment and reflection

Children should begin to reflect on their learning in age-appropriate ways. This may include discussion, visual prompts, symbols, smiley faces, supported traffic lights or adult-guided reflection. Particularly early in Reception, an adult may need to model the language of confidence, difficulty and help before children can use it meaningfully.

Self-assessment in Reception will not look the same as self-assessment in Year 5. The purpose is to begin developing children's ability to think about their own learning, recognise when they feel confident and communicate when they require further support.

Independence and support

Adults will often make or guide judgements about independence and the level of support provided more directly than in later year groups. As children develop, they should increasingly be encouraged to recognise whether they worked independently, alongside others or with adult support.

Feedback in EYFS may look very different from feedback in Key Stage 1 or Key Stage 2. Interactions are often shorter, more immediate and more verbal, and learning may take place in small groups or through continuous provision. However, the underlying model remains the same:

TEACH → CHECK → RESPOND → IMPROVE

Consistency of principle does not mean uniformity of practice. Children learn best when adults understand their thinking, respond appropriately and help them know more, remember more and do more.

15. Learning Focus and Feedback

The fuller whole-school expectations for Learning Focuses sit within the Teaching and Learning Policy. Within this policy, the Learning Focus is important because pupils and teachers need clarity about what learning is being checked and responded to.

The Learning Focus should answer “What are we learning today?” in the fewest words needed to make the learning clear.

It does not need to be written in an “I can...” format. Examples below:

Subject	Learning Focus
Mathematics	Numbers to 100,000
English	Gathering ideas for a setting narrative
Science	Exploring reversible and irreversible changes
History	Why the Romans built roads

The Learning Focus should not simply describe an activity. Less useful: “Using roleplay.” Clearer: “Gathering ideas for a setting narrative.”

Teachers should still be able to articulate the more precise intended curriculum learning and success criteria which underpin the concise Learning Focus.

The Learning Focus may be pupil-written, teacher-provided, pre-printed or stuck into books according to age, need and purpose. There is no expectation that pupils spend unnecessary learning time copying lengthy objectives simply for presentation.

16. Pupil Self-Assessment

Pupil self-assessment will remain a consistent whole-school routine because it provides a quick opportunity for pupils to reflect and gives teachers additional formative information. The pupil traffic light represents confidence, not teacher judgement of attainment.

Colour	Pupil meaning
Green – Confident	I understand this and think I could do or explain it again by myself.
Yellow – Getting there	I understand some of this but may need more practice or help.
Red – Need help	I am not confident with this learning yet.

Red is not failure.

A red response is useful information. It should not place responsibility on the pupil to independently find the teacher and resolve the difficulty. Teachers should review self-assessment as part of their checks for understanding.

Difference between confidence and security

Pupil	Teacher	Possible interpretation
Green	Green	Confident and secure
Green	Yellow	Daniel feels confident but may have an unrecognised misconception
Red	Green	Daniel is secure but lacks confidence
Yellow	Yellow	Further practice or teaching is likely to be useful

Self-assessment does not replace teacher assessment.

17. Teacher Assessment of the Learning Focus

Teacher colour	Meaning
Green	Secure
Yellow	Not yet secure

There is no teacher red judgement. The judgement should be informed by recorded work, questioning, observation, discussion, pupil explanation, support received, and other checks for understanding.

A page which appears correct may not demonstrate secure learning if substantial support was required.

18. Recording Independence and Learning Context

Pupils also record how the learning was completed. This gives the teacher useful information that is different from the pupil's confidence judgement.

Independence and support

Code	Meaning
IND	Independent – I completed the learning independently.
MIN	Minimal Support – I needed an occasional prompt, reminder or clarification.
SS	Significant Support – I needed regular support, modelling or guidance.

Collaborative context

Code	Meaning
PS	Partner Support – learning completed with support from a partner.
GRP	Group Work – recorded learning completed collaboratively.
WC	Whole Class – recorded outcome resulted from whole-class/shared work.

Pupils should record the code which best describes how the recorded learning was completed. There is no expectation to stack several codes simply to document every interaction.

Codes should provide useful context, not create an administrative task.

Why this matters

Daniel records Green + SS. He feels confident and has been successful following substantial support. However, this does not yet demonstrate that he is independently secure. The teacher may need to check Daniel again with reduced support.

Over time, movement from SS → MIN → IND can provide useful evidence of increasing independence.

19. SEND, Adaptation and Independence

The principles in this policy apply to all pupils, including pupils with SEND. Feedback should be accessible, proportionate, responsive to need, ambitious, and focused upon increasing understanding and independence.

A written comment or symbol has little value where a pupil cannot understand or act upon it. Appropriate feedback may therefore include verbal explanation, visual prompts, modelling, practical demonstration, supported correction, reduced recording, alternative recording, or immediate re-teaching.

High expectations do not mean that every pupil must record learning in the same way.

Adapt the route to success, not the ambition unnecessarily.

SEND Example

Daniel completes six place-value calculations with step-by-step adult prompting. All six are correct. The completed page therefore looks secure, but it does not demonstrate independent understanding. The adult reduces the scaffold and asks Daniel to complete another carefully chosen example independently.

The aim of scaffolding should be to enable learning and, wherever possible, fade over time.

20. Whole-School Teacher Feedback Symbols

Symbol	Meaning
✓	Correct / successful
sp	Check spelling
Cap	Check capital letter
P	Check punctuation
//	Check paragraphing
^	Missing word
?	Reconsider, reread or check sense/accuracy
SD	Same-Day Intervention
V	Verbal feedback or discussion

There is no expectation that every correct answer receives a tick.

A marking symbol should only be used where the pupil has sufficient prior knowledge to understand and act upon it.

A symbol should not replace teaching where a misconception exists.

Conventions no longer required

Previous convention	New expectation
See Me	Speak directly to the pupil where a conversation is required.
T – Target	Do not manufacture individual written targets routinely. Feedback should respond to current learning.
MAX	Replaced by SS – Significant Support.

IND, MIN, SS, PS, GRP and WC are pupil reflection/context codes, not teacher marking symbols.

21. Roles and Responsibilities

Teachers

Teachers are expected to...
Use TEACH → CHECK → RESPOND → IMPROVE as an integral part of teaching.
Know what pupils have produced and how well they are learning.
Recognise successful learning as well as difficulties.
Identify significant errors, gaps and misconceptions.

Teachers are expected to...

- Distinguish between a slip and a misconception where possible.
- Use an appropriate response rather than defaulting to written marking.
- Give pupils opportunities to act upon feedback where needed.
- Check that the response has worked.
- Maintain expectations for completion, care and presentation.
- Adapt feedback appropriately for individual pupils.
- Use information from pupil confidence, learning context and teacher assessment to inform subsequent teaching.

There is no expectation for individual written feedback on every piece of work. There is an expectation that teachers know how well pupils are learning and respond appropriately.

Learning Support Assistants and Other Adults

Support staff play an important role within the feedback cycle. Before supporting learning, adults should understand the Learning Focus and what successful learning looks like.

- check understanding through questioning and observation;
- use appropriate prompts, modelling and scaffolding;
- encourage pupils to explain thinking;
- recognise successful learning;
- support independent correction where pupils possess the necessary knowledge;
- alert teachers to significant misconceptions;
- support honest self-assessment;
- accurately reflect the level of support provided; and
- reduce support where appropriate to develop independence.

Avoiding dependency

The aim is not simply to complete the page. E.g. Daniel completes all six questions correctly with step-by-step prompting. The adult should not assume the learning is secure. Support is reduced and Daniel is asked to attempt another example independently.

Useful communication

Useful	Less useful
"Daniel needed significant support initially with exchanging but completed the final two independently."	"Daniel needed lots of help."

Communication should be brief, purposeful and focused upon learning. There is no expectation for support staff to create lengthy records.

Support staff should help pupils experience success, but the ultimate aim is increasing understanding and independence rather than adult-supported task completion.

Pupils

Pupils should increasingly reflect honestly on confidence, record how learning was completed, understand feedback conventions, correct and edit, practise, improve, explain thinking, ask for help, and recognise successful learning.

Pupils are not responsible for identifying and resolving misconceptions they do not yet understand.

Where teaching is required, responsibility remains with the teacher.

Subject Leaders and SLT

Leaders should support consistency of principle rather than uniformity of appearance. They should consider whether teachers know how well pupils are learning, successful learning is recognised, significant misconceptions are addressed, pupils respond where appropriate, subsequent teaching reflects what has been discovered, pupils are becoming more accurate and independent, and expectations for presentation and completion remain appropriate.

22. Monitoring and Quality Assurance

Feedback will be monitored through the school's existing monitoring cycle. It will not become a separate marking-compliance system.

BOOK → CHILD → TEACHER

Evidence	What leaders are seeking
Book / work	What has the pupil learned? What patterns can be seen over time?
Child / pupil voice	Can the pupil explain the learning, success, difficulty and what happened next?
Teacher / professional discussion	What did the teacher identify and why did they respond in that way?

Learning walks, pupil voice, book scrutiny and professional discussion should be used together where appropriate.

Follow the Learning

Monitoring should look at sequences, not isolated pages. Where useful, leaders should select one or two examples and trace:

Stage	Question
Initial learning	What did the pupil understand or misunderstand?
Teacher response	What did the teacher do about it?
Subsequent learning	Is there evidence that understanding improved?

Example: Monday – Daniel demonstrates a misconception about exchanging. Tuesday – the concept is re-taught using representations. Wednesday – Daniel completes similar examples independently. There may be little written marking on Monday's page, yet the sequence demonstrates effective feedback.

Conversely, repeated errors across several pages with no evident teacher response would be a concern even if each page contained ticks and written comments.

Monitoring asks “What difference did feedback make?” rather than “How much marking has the teacher done?”

23. Pupil Voice During Monitoring

Pupil voice should be conversational. Children are not expected to recite policy terminology.

- “Show me something you've learned recently.”
- “Show me something you're proud of. Why do you think it is successful?”
- “Can you show me something you found difficult or initially got wrong?”
- “What happened afterwards?”
- “Can you show me somewhere you've improved?”
- “How does your teacher help when you're stuck?”
- “What do pink and green mean?”
- “What do your traffic lights tell your teacher?”
- “How do we know whether you completed this independently or with support?”

Pupils should feel safe to show work where learning was initially unsuccessful.

24. What Monitoring Will Not Become

Leaders will not judge the effectiveness of feedback by counting ticks, written comments, pink marks, green marks, marking codes, V annotations, or pieces of written teacher feedback.

A book containing relatively little teacher writing may demonstrate excellent feedback. A heavily marked book may demonstrate poor learning if misconceptions persist.

Monitoring should consider the impact upon pupils, not the quantity of visible teacher effort.

25. Implementation and Professional Development

This policy establishes consistent principles rather than a rigid marking routine. Consistency does not mean every book should look the same.

Daniel's learning	Appropriate response
Mathematics misconception	Immediate modelling and re-teaching
English punctuation slip	Brief P prompt
Secure History explanation discussed with teacher	Possibly no written annotation at all

All three can represent effective feedback. What should be consistent is that the teacher has checked the children's learning → recognised what they understand → identified what requires attention → responded appropriately.

Staff development should particularly support the difference between slips and misconceptions, purposeful checking for understanding, hinge questions, live feedback, whole-class feedback, pupil self-assessment, effective use of support, development of independence, and maintaining teacher engagement while reducing unnecessary marking.

New teaching and support staff should be introduced to the policy as part of induction.

Where monitoring identifies an area for development, the first response should be professional support rather than automatically requiring more marking. This may include coaching, modelling, professional discussion, observing effective practice, or focused CPD.

26. Review

The effectiveness of the policy will be reviewed through the school's normal monitoring and evaluation processes. Staff and pupil feedback should inform future developments.

Particular consideration should be given to whether any expectation improves learning, remains manageable, supports pupil independence, and operates effectively across different phases.

The policy will be formally reviewed in line with the school policy-review cycle or earlier where significant changes to guidance, evidence or school practice require it.

The success of this policy will be judged by the quality of pupils' learning and response to feedback, not by the quantity of marking in their books.

Appendix 1 – Staff One-Page Cheat Sheet

TEACH → CHECK → RESPOND → IMPROVE

TEACH	CHECK	RESPOND	IMPROVE
Explain	Question	Recognise	Correct
Model	Observe	Prompt	Edit
Scaffold	Discuss	Model	Practise
Practise	Look at work	Intervene	Explain
Challenge	Diagnose	Re-teach	Apply
		Adapt	Check again

What am I looking at?

If it is...	Then...
A slip	PROMPT IT
A misconception	TEACH IT
Correct but underdeveloped	DEEPEN IT

Green – Notice and Repeat Pink – Think and Improve

Teacher symbols: ✓ • sp • Cap • P • // • ^ • ? • SD • V

Pupil confidence: Green – Confident | Yellow – Getting there | Red – Need help

Teacher judgement: Green – Secure | Yellow – Not yet secure

How learning was completed: IND • MIN • SS • PS • GRP • WC

Correct work completed with SS does not automatically demonstrate independent security.

We DO expect

- Teachers know what pupils have produced.
- Success is recognised.
- Misconceptions are addressed.
- Pupils respond where appropriate.
- Teaching changes when it needs to.
- Presentation and completion matter.
- Pupils develop increasing independence.

We DON'T expect

- Written comments on every piece.
- Pink and green on every page.
- Every correct answer ticked.
- V to prove a conversation happened.

- Manufactured written targets.
- Every subject to look identical.
- Marking simply to make books look marked.

The Daniel Test

What has Daniel learned? What is he doing well? Where has he struggled? What did we do about it? Did it work?

Checking My Learning

How confident am I?



Green
Confident

I understand this and think I could do or explain it again.



Yellow
Getting there

I understand some of this but may need more practice or help.



Red
Need help

I am not confident with this learning yet.

It's okay to be red – it helps your teacher know how to support you!

How Did I Do This Work?

Which code shows how you completed the learning?

IND Independent	 I completed the learning independently.
MIN Minimal Support	 I needed an occasional prompt, reminder or clarification.
SS Significant Support	 I needed regular support, modelling or guidance.
PS Partner Support	 I completed the learning with a partner.
GRP Group Work	 The recorded learning was completed collaboratively.
WC Whole Class	 The recorded outcome resulted from whole-class/shared work.

Be honest – it helps your teacher understand and support you.

Teacher Feedback Symbols

A small set of symbols to help you improve your work

	sp	Cap	P	//	^	?	SD	V
Correct / successful	Spelling	Capital letter	Punctuation	Paragraph	Missing word	Reconsider	Same-Day Intervention	Verbal Feedback
Shows a correct response. Not every answer will be ticked.	Check or correct an age-appropriate spelling.	Check for a missing or incorrect capital letter.	Check or correct your punctuation.	KS2 prompt to reconsider paragraphing where this has been taught.	A word appears to be missing. Read and check your sentence.	Reread and check the sense or accuracy of your response.	Shows that you received extra teaching or practice that day.	Your teacher has given verbal feedback or discussed your learning.



Green – Notice and Repeat

Identifies successful learning worth noticing, reinforcing or applying again.



Pink – Think and Improve

Identifies something for you to think about, correct, refine or reconsider.

Look • Think • Improve • Be Proud

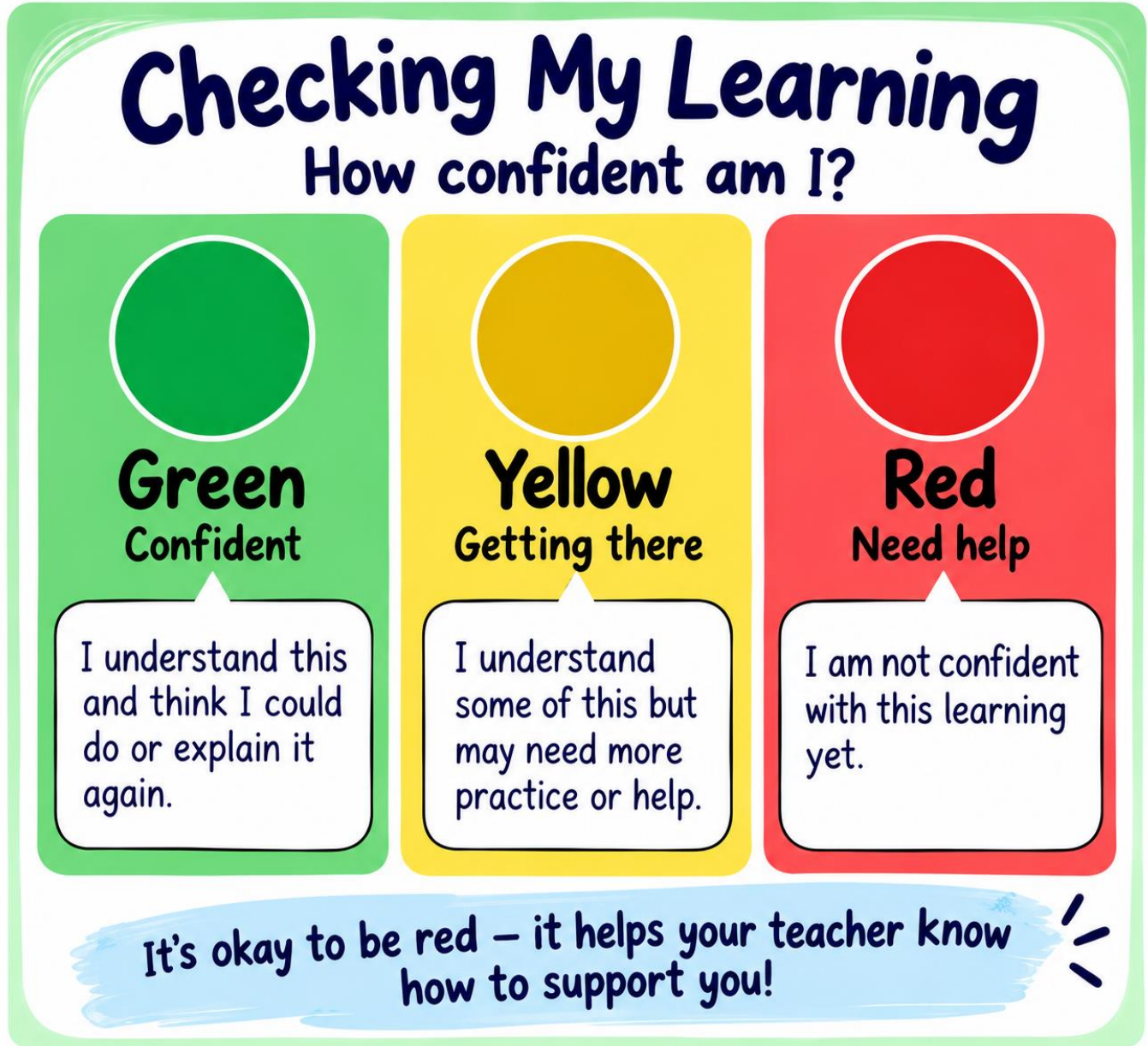
A symbol is a prompt – not teaching. Use it to think, improve and grow!


Small Steps
Big Progress

Appendix 2 – Classroom Guides

These guides can be displayed or used in age-appropriate form. EYFS and younger pupils may use simplified language, symbols, verbal responses or adult-supported reflection.

A. Checking My Learning



B. How Did I Do This Work?

How Did I Do This Work?

Which code shows how you completed the learning?

IND
Independent



I completed the learning independently.

MIN
Minimal Support



I needed an occasional prompt, reminder or clarification.

SS
Significant Support



I needed regular support, modelling or guidance.

PS
Partner Support



I completed the learning with a partner.

GRP
Group Work



The recorded learning was completed collaboratively.

WC
Whole Class



The recorded outcome resulted from whole-class/shared work.

Be honest – it helps your teacher understand and support you.



C. Teacher Feedback Symbols

Teacher Feedback Symbols

A small set of symbols to help you improve your work



Correct / successful

Shows a correct response. Not every answer will be ticked.

sp

Spelling

Check or correct an age-appropriate spelling.

Cap

Capital letter

Check for a missing or incorrect capital letter.

P

Punctuation

Check or correct your punctuation.

//

Paragraph

KS2 prompt to reconsider paragraphing where this has been taught.

^

Missing word

A word appears to be missing. Read and check your sentence.

?

Reconsider

Reread and check the sense or accuracy of your response.

SD

Same-Day Intervention

Shows that you received extra teaching or practice that day.

V

Verbal Feedback

Your teacher has given verbal feedback or discussed your learning.



Green – Notice and Repeat

Identifies successful learning worth noticing, reinforcing or applying again.



Pink – Think and Improve

Identifies something for you to think about, correct, refine or reconsider.



Look • Think • Improve • Be Proud



Appendix 3 – Feedback and Response Monitoring Record

Subject: _____ Year Group: _____ Date: _____ Leader: _____

Evidence considered: ☐ Books/work ☐ Pupil voice ☐ Learning visit ☐ Teacher discussion

Looking at learning over time

Question	Evidence / notes
What were pupils intended to learn?	
What have pupils learned?	
What successful learning is evident?	
How has success been recognised or built upon?	
What errors, gaps or misconceptions are evident?	
What happened next?	
Did the response improve learning?	
Are pupils becoming increasingly independent?	
What does this show for SEND/disadvantaged pupils?	
Are completion, presentation and care appropriate?	

Follow the Learning

	Example
Initial error / misconception	
Teacher response	
Evidence of subsequent learning	

Pupil Voice

Show me something you've learned. • Show me something you're proud of. • Show me something you found difficult. What happened next? • Show me where you improved. • How does your teacher help you? • What do your traffic lights tell your teacher?

Overall Evaluation

Strengths:

What would make the greatest difference to learning?

Agreed action / follow-up:

This is not a marking checklist. Leaders should not count ticks, comments, highlighting or codes.

Appendix 4 – Daniel: Feedback in Practice

Scenario	Check	Response	Improve
Daniel forgets one capital but knows the rule	Slip	Cap / prompt	Correct independently
Daniel uses random capitals	Misconception	Teach and model	Apply to a new sentence
Daniel says Roman roads helped soldiers move quickly	Secure but underdeveloped	Ask why this mattered	Develop historical explanation
Daniel completes six sums with step-by-step help	Supported success	Reduce scaffold	Try another independently
Daniel gives himself Green but teacher identifies insecurity	Difference in judgement	Question / explain / check	Identify whether further practice or teaching is required

