

Feedback Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Approved by:	SLT/Governors	Date: July 2026
Last reviewed on:	July 2026	
Next review due by:	July 2028	

1. Rationale

At our school, feedback is purposeful, timely and rooted in evidence-informed practice. We believe that feedback is most effective when it takes place during learning, enabling teachers to identify misconceptions, celebrate success and provide immediate support so that pupils can make progress in the moment.

Our approach is guided by Rosenshine's Principles of Instruction, which emphasise:

- Learning in small, manageable steps.
- Daily review of prior learning.
- Frequent questioning to check understanding.
- Active participation from all pupils.
- The rapid identification and correction of misconceptions.
- Guided practice before independent application.

Feedback is not an additional task completed after learning; it is an integral part of effective teaching. Through questioning, discussion, modelling, guided practice and live feedback, teachers continually assess understanding and adapt instruction to meet pupils' needs.

Feedback is delivered in a positive, respectful and supportive manner. It helps pupils understand what they have achieved, what they need to improve and how to take the next steps in their learning. Pupils are encouraged to engage actively with feedback, developing independence, confidence and responsibility for their own learning.

2. Core Principles of Feedback

1. Feedback moves learning forward – It identifies what has been understood and what requires further teaching or practice.
2. Feedback is timely – Wherever possible, feedback is provided during the lesson so that misconceptions can be addressed at the point of learning.
3. Feedback is specific and actionable – Pupils understand what they have done well and what they need to do next to improve.
4. Feedback is responsive – It informs future teaching, intervention, support and challenge.
5. Feedback is manageable and sustainable – It focuses on improving learning rather than generating excessive marking.
6. Feedback is primarily live and verbal – Immediate feedback during learning has the greatest impact on pupil progress.
7. Feedback includes a range of approaches – Teachers use questioning, discussion, modelling, whole-class feedback, verbal feedback and written feedback as appropriate to improve learning.
8. Pupils actively engage with feedback – Pupils are given opportunities and time to reflect, respond and improve their work.
9. Self-assessment and structured peer assessment are used where appropriate – These approaches help pupils develop reflection, independence and a deeper understanding of quality learning.

10. Feedback is inclusive – All pupils receive regular feedback, with additional support and guidance provided where needed to ensure success for every learner.

3. Lesson Planning and Success Criteria

Effective feedback begins with effective lesson design. Learning should be carefully sequenced, with clear curriculum objectives and opportunities for teachers to check understanding throughout the lesson.

Teachers will:

- Plan feedback opportunities as part of the teaching sequence.
- Link feedback directly to the intended learning and curriculum objectives.
- Use regular questioning, retrieval practice and assessment for learning to identify misconceptions and inform next steps.
- Build in opportunities for pupils to revisit prior learning and address misconceptions.
- Provide opportunities for pupils to respond to feedback through editing, improving, refining or extending their work.

3.1 Success Criteria

Success criteria support pupils in understanding what successful learning looks like. They should break learning down into manageable, progressive steps that help pupils achieve the lesson objective.

Success criteria should:

- Be closely linked to the learning objective and curriculum intent.
- Focus on the learning rather than the completion of a task.
- Be sequenced in small, achievable steps.
- Contain between 2 - 4 success criteria, depending on the complexity of the learning. These should break the learning into clear, progressive steps that enable pupils to achieve the learning intention.
- Be accessible and meaningful for all pupils.
- Reflect both knowledge and skills, particularly within foundation subjects where knowledge and subject-specific skills develop together.
- Support pupils in monitoring their own progress and understanding.
- **Success Criteria must be stuck in with the learning intention typed and the date written by the student.**

Pupils should be encouraged to regularly reflect on and assess their learning against the success criteria, using this information to identify strengths, areas for improvement and next steps in their learning (see **Appendix 1**).

4. Whole-Class Feedback

Whole-class feedback is an efficient and effective method of addressing common strengths, misconceptions and next steps identified through teachers' ongoing assessment of learning.

Whole-class feedback is used at the start of a lesson, during teaching or at another appropriate point in the learning sequence. It is particularly effective when reviewing previous learning, revisiting misconceptions or preparing pupils for new learning during the daily review.

Whole-class feedback include:

- Addressing common misconceptions or errors.
- Revisiting key knowledge, vocabulary or skills.
- Sharing and discussing examples of successful work.
- Re-teaching concepts that require further consolidation.
- Providing opportunities for pupils to practise, edit, improve or refine their work.

Where appropriate, teachers should provide dedicated time for pupils to respond to feedback and apply improvements. This may involve editing, redrafting, correcting misconceptions, improving presentation, strengthening explanations or extending learning.

A typical whole-class feedback session may include:

- Celebrating successes linked to the learning objective or success criteria.
- Identifying common misconceptions or areas for development.
- Teacher modelling of improvements or corrections.
- Opportunities for pupils to apply feedback immediately through short improvement tasks.

See **Appendix 2** for Whole Class feedback structure.

5. Forms of Feedback and Assessment

Teachers use a range of assessment and feedback strategies to check understanding, identify misconceptions and move learning forward. The most effective feedback is often immediate and takes place during the lesson.

5.1 Live and Verbal Feedback

Live verbal feedback is the primary form of feedback across the school. It may include:

- Questioning to check and deepen understanding.
- Immediate correction of misconceptions.
- Individual or small-group conferencing.
- Teacher modelling and worked examples.

Verbal feedback should be acted upon immediately wherever possible, allowing pupils to refine their understanding and improve their work in real time.

Teachers should recognise effort, achievement and positive learning behaviours through specific verbal praise and the school's reward systems, including stickers, House Points.

5.2 Written Feedback

Written feedback is used selectively where it will have the greatest impact on learning. This may include:

- Highlighting success against learning objectives or success criteria.
- Short prompts or questions to move learning forward.
- Codes and symbols for common errors.
- Short improvement.

Written feedback should be concise, purposeful and manageable. Not every piece of work requires written comments.

5.3 Assessment for Learning

Teachers regularly gather assessment information throughout lessons to inform feedback and teaching. Strategies may include:

- Retrieval practice and quizzes.
- Mini whiteboards.
- Cold calling and targeted questioning.
- Self-assessment and structured peer assessment.
- Observation of pupils' responses, discussions and work.

Assessment information should be used to adapt teaching, identify misconceptions and determine next steps in learning.

5.4 Rotational Feedback Groups (conferencing)

Teachers use rotational feedback groups to provide focused feedback and support to small groups of pupils.

Rotational feedback groups may be used to:

- Re-teach key concepts or skills.
- Address misconceptions identified through assessment.
- Provide additional support, practice or challenge.
- Review pupils' understanding against learning objectives and success criteria.
- Support pupils in responding effectively to feedback.

Groups should remain flexible and responsive to need rather than fixed by attainment. Over time, all pupils should receive focused teacher feedback and opportunities for conferencing as part of the teaching sequence.

- Targeted feedback groups are rotated across the week.
- All pupils receive focused feedback over time.

5.5 Sample Pupil Review

To support responsive teaching and ensure feedback is informed by a representative picture of learning across the class, teachers use a sample pupil review process.

The sample should typically include pupils representing a range of needs and attainment levels, for example:

- Higher prior attainers.
 - Middle prior attainers.
 - Lower prior attainers.
 - Pupils with SEND.
 - Disadvantaged pupils -PPG.
-
- Just below - target children from Pupil progress meetings

Reviewing the work and learning of these pupils enables teachers to:

- Identify misconceptions and gaps in understanding.
- Analyse patterns, strengths and common errors.
- Evaluate the effectiveness of teaching and feedback.
- Adapt future planning and teaching.
- Inform whole-class feedback and targeted intervention.

Sample pupil reviews should be used as an assessment tool to provide insight into learning across the class. They help ensure that feedback and subsequent teaching are evidence-informed, inclusive and responsive to pupils' needs.

6. Responding to Feedback

Feedback is most effective when pupils actively engage with it. Teachers should provide opportunities, where appropriate, for pupils to respond to feedback and demonstrate improvement.

Pupils may:

- Edit, improve or redraft their work.
- Correct errors and misconceptions.
- Apply feedback to new learning.
- Reflect on their progress against success criteria – Self or Peer.
- Explain their thinking and learning choices.

The impact of feedback should be evident in pupils' improved understanding, confidence and progress over time.

7. Recording Feedback

The primary purpose of feedback is to improve learning. Recording feedback should be simple, proportionate and provide a clear indication of pupils' understanding and the support provided.

Teachers are not expected to provide written comments on every piece of work. Instead, recording should reflect the feedback given through teaching, questioning, conferencing and targeted support.

7.1 Success Criteria Review by Class Teacher or LSA

When reviewing work, teachers may indicate pupils' progress against the success criteria using the following codes:

★ = Success criteria achieved securely

✓ = Success criteria partially achieved or developing

? = Further support or reteaching required

Teachers should complete the success criteria to indicate that the work has been reviewed and feedback provided.

7.2 Targeted Feedback

Detailed review of work will primarily focus on:

- Pupils within rotational feedback groups.
- Sample pupils identified for review.
- Pupils who have received targeted teacher or teaching assistant support.
- Pupils requiring additional challenge or intervention.

This information should be used to inform future planning, whole-class feedback and targeted teaching.

7.3 Recording Adult Support

Where significant teacher or teaching assistant support has been provided, work may be annotated with:

S = Supported

This indicates that additional scaffolding, prompting, modelling or guided support was provided to enable the pupil to access the learning.

7.4 Recording Conventions

To ensure consistency across the school, the following recording conventions should be used:

Green – Teacher/LSA feedback, marking and review.

Red – Pupil self-assessment, editing, corrections and responses to feedback.

Purple – Peer assessment and peer feedback.

8. Inclusion and Adaptive Feedback

Feedback should be accessible, inclusive and responsive to the needs of all pupils. Teachers should adapt feedback approaches to ensure every pupil can understand, respond to and make progress from the feedback they receive.

This includes:

- Scaffolding feedback for pupils with SEND through modelling, visual supports, chunked instructions or additional guided practice.
- Supporting pupils with English as an Additional Language (EAL) through explicit vocabulary teaching, language models, sentence stems and opportunities for structured talk.
- Providing higher prior attainers with feedback that deepens thinking, promotes greater independence and extends learning beyond the expected standard.
- Ensuring disadvantaged pupils receive timely and focused feedback to address misconceptions and remove barriers to learning.
- Adapting feedback methods to meet individual needs while maintaining high expectations for all pupils.

All pupils should be provided with opportunities to respond to feedback, reflect on their learning and apply improvements, regardless of prior attainment or starting point.

9. Book Presentation

- High standards of presentation are expected in all books and across all subjects.
- Teachers should consistently reinforce presentation expectations and address concerns promptly.
- Pupils should take pride in the appearance of their work and present it neatly and carefully.
- Dates should be written and underlined according to the school's agreed expectations.
- Work should be completed neatly using the correct equipment and following the school's handwriting policy.

- Errors in presentation should be corrected when identified so that expectations remain consistently high.
- Where presentation falls below the expected standard, teachers should provide immediate feedback and ensure pupils make appropriate corrections.
- Good presentation should be recognised and celebrated as part of high-quality learning behaviours

10. Monitoring & Self-Evaluation (for Subject Leaders)

Subject leaders play a key role in ensuring that feedback practices are implemented consistently and have a positive impact on pupil progress. Monitoring activities should focus on the quality, consistency and effectiveness of feedback rather than the frequency or volume of marking.

- Conduct short, focused learning walks and pupil voice groups to evaluate how effectively feedback is being delivered and acted upon.
- Review samples of pupils' work regularly to ensure that feedback is leading to meaningful improvements, editing and redrafting where appropriate.
- Monitor the quality of pupils' responses to feedback, ensuring that dedicated improvement and reflection time is used effectively.
- Identify common misconceptions, gaps in learning and strengths across classes and year groups, using findings to inform curriculum planning and next steps.
- Provide guidance and support to staff where monitoring identifies areas for development.
- Use monitoring outcomes to inform professional development, coaching and the sharing of effective feedback strategies.
- Celebrate and disseminate examples of strong practice across teams and departments.
- Ensure that feedback expectations are applied consistently across year groups and subjects while allowing for subject-specific approaches where appropriate.
- Evaluate the impact of feedback on pupil progress, engagement and independence over time.

11. Subject-Specific Feedback Expectations

Unless otherwise stated, all subjects will utilise the school's agreed feedback approaches outlined in Sections 4 and 5, including:

- Live feedback
- Verbal feedback
- Whole-class feedback
- Rotational feedback groups
- Sample pupil reviews

Subject-specific expectations below identify any additional assessment, marking or feedback requirements.

11.1 English

- Planning and preparatory work should receive verbal or written feedback before pupils complete their final piece.
- Pupils should edit and proofread their work before completing a final piece ('Big Write'/'Hot Write').
- A Teacher Feedback Grid (Appendix 3)* must be used to provide written feedback on all final pieces of writing.
- The feedback grid should be stuck into the book at the end of the final piece and used to assess the writer's toolkit objectives.
- KS2 teachers to use the marking code (Appendix 4) to support editing and self-correction.

** For Year 1 pupils, the use of the Teacher Feedback Grid will begin during the Spring Term as part of the transition towards more independent writing.*

** For Year 6 pupils, Teacher feedback grids and written feedback should be used on their draft pieces before their Big Write piece.*

11.2 Spelling

Spelling is the responsibility of all staff and should be addressed consistently across the curriculum.

In English, teachers should identify a maximum number of spelling corrections appropriate to the pupil's year group. As a guide:

- Year 1 – 1 spelling correction
- Year 2 – 2 spelling corrections
- Year 3 – 3 spelling corrections

- Year 4 – 4 spelling corrections
- Year 5 – 5 spelling corrections
- Year 6 – 6 spelling corrections

Teachers should focus on high-frequency words, statutory spellings and words that pupils are expected to know for their age and stage.

Across foundation subjects, spelling corrections should focus primarily on key subject vocabulary. These may be corrected by the teacher or through supported self-correction by the pupil. The emphasis should be on securing accurate use of important curriculum language rather than correcting every spelling error.

11.3 Handwriting

All adults must model the school's agreed handwriting style at all times when writing in pupils' books, on displays and in any written communication used within lessons.

11.4 Mathematics

- Self-marking, peer marking and whole-class review should be used regularly to provide immediate feedback.
- The White Rose End of Unit Assessment must be completed and retained in pupils' books at the end of each unit.

Times Tables

- Scores should be recorded by teachers.
- Activities and tests may be self-marked or peer-marked.

11.5 Religious Education (RE)

- Each topic must begin with a title page and knowledge organiser.
- At least one independent writing outcome per topic should receive written feedback.
- Spelling errors in core vocabulary should be corrected.

11.6 Science, History and Geography

- Each topic must begin with a title page and knowledge organiser.
- At the end of each topic, pupils should complete a short assessment activity, such as a multiple-choice quiz.
- Spelling feedback should focus on accurate use of subject-specific vocabulary.

11.7 Art and Design Technology (DT)

- Each topic must begin with a title page and knowledge organiser.
- Pupils should complete an end-of-unit evaluation reflecting on skills developed and outcomes achieved.

11.8 Physical Education (PE)

- Assessment should be completed using the Get Set 4 PE assessment criteria and recorded by the PE specialist teacher and class teacher in the PE folder at the end of each unit.
- At the end of each unit, the teacher or PE specialist should record each child's attainment on the assessment grid – See **appendix 5**. These records should be maintained in the PE folder.
- Feedback should be immediate, verbal and focused on improving performance, skill development and understanding.
- Ongoing assessment should take place throughout each lesson, enabling teachers to provide timely support and guidance to pupils.
- Teacher, peer and self-assessment strategies should be used during lessons to assess learning, encourage reflection and support pupil progress.
-

11.9 Music, PSHE and Modern Foreign Languages (MFL)

- Assessment should primarily be based on ongoing teacher judgement throughout the unit.
- Verbal feedback, live feedback, questioning and discussion should be the main methods used to support pupil progress and understanding.

12. Self-Evaluation by child or peer

Pupils should regularly evaluate their own learning or a partners against the lesson success criteria. This should be completed using the agreed self-assessment codes shown to complete the grid - Appendix 1:

★ = I have achieved independently

✓ = I have met the learning intention

? = I need help or more practice

Self-evaluation should support pupils in reflecting on their learning and identifying their next steps.

13. Cover Teachers

Any lesson taught by an adult other than the class teacher must be clearly identified using the appropriate school cover-teacher stamp.

Appendix 1: Success Criteria – All lessons

Year 1 – Monster phonics font 12

LI: Learn to create a map of the classroom										Me	Peer	CT/LSA
1	        											
2	     											
3	     											
Independent			Supported			Guided			Whole class			

Year 2 - 6 – Twinkl Cursive font 12

LI: Learn to create a map of the classroom										Me	Peer	CT/LSA
1	        											
2	     											
3	     											
Independent		Supported			Guided			Whole class				

LI: Describe the symbols and actions of the first Passover using developing religious vocabulary.		Me	Peer	CT/LSA
1	I can identify symbols from the first Passover.			
2	I can explain what each symbol means.			
3	I can use religious vocabulary such as Passover, unleavened, lamb, bitter herbs.			
Independent		Supported		Guided
				Whole class

KS1/2 Maths – No InPrint used

LI: Use place value to identify the value of digits in numbers.		Me	Peer	CT/LSA
1	I can identify the value of each digit in a number.			
2	I can compare and order numbers using my knowledge of place value.			
3	I can partition numbers into thousands, hundreds, tens and ones.			
Independent		Supported		Guided
				Whole class

KS2 Maths (double margin when needed)

LI: Use place value to identify the value of digits in numbers.		Me	Peer	CT/LSA
1	I can identify the value of each digit in a number.			
2	I can compare and order numbers using my knowledge of place value.			
3	I can partition numbers into thousands, hundreds, tens and ones.			
Independent		Supported	Guided	Whole class

Appendix 2: Whole class feedback notes



WHOLE-CLASS FEEDBACK RECORD

A clear overview to celebrate, respond and plan

Class / Year:	Subject:	Date:
---------------	----------	-------

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 3

Teacher Feedback Week 33 Man on the Moon- Hot Write	
WOW:	
NOW: See green arrows. 	
☐ Correct punctuation-capital letter and full stops. ☐ Commas in a list ☐ Expanded noun phrases. ☐ Use adverbs to add detail. ☐ Use word banks and phonics for spellings. ☐ Question for the reader ☐	
Spelling practise x 3: _____ _____	

Appendix 4



KS2 MARKING CODES

Use each code to make your work even better!

✓ CHECK IT Something doesn't make sense. Read it again and check for mistakes.	^ ADD A WORD A word or part of your work is missing. Add it in.
+ MORE DETAIL Add another idea, fact, reason or example.	// NEW PARAGRAPH Start a new paragraph here.
P PUNCTUATION Check or add the punctuation that is needed.	V VOCABULARY Choose a more adventurous or precise word.
SP SPELLING Check this spelling and correct it neatly.	T TENSE The tense is incorrect. Change the verb so it matches.

READ • THINK • IMPROVE

PE Assessment grid

Class: _____ Year group: _____ Academic year: _____

Class: _____		Year group: _____		Academic year: _____				
Pupil name	Unit 1 Ball Skills	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								
31.								
32.								