St John's CE VA Primary School

Feedback Policy.

"The only thing that matters about feedback is what students do with it"

Dylan Wiliam.

1. Introduction:

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit

We believe that marking and feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential. The feedback policy is a working document which reflects and informs good practice within our school.

2. Key Principles:

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong.

3. Practice

Where written feedback is given, it utilises two colours:

- Green pen indicates where the child has met the success criteria or included elements that work towards meeting an objective standard.
- Orange pen may indicate 'next steps', targets for the child to work on to improve their work in the future.

Where a child has an identified visual special educational need, i.e. colour blindness, we will make reasonable adjustments to vary the choice of colours used.

Written feedback symbols are sometimes used to support (for marking codes see Appendix 1).

4. Feedback process

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments are only used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective; and as such feedback delivered in lessons is more effective than comments provided at a later date; feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- Feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;

4.1 Feedback in practice

Building on work from the Assessment Commission, Feedback can be given in three ways – in decreasing order of importance.

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements evident in books, either through editing or further working
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Self and Peer Assessment

When appropriate, children may mark their own or another child's work. This promotes independent learning, engages children with the quality of their work and helps them reflect on how to improve.

Self-assessment encourages children to take increasing responsibility for their own progress.

Peer assessment enables children to give each other valuable feedback so that they can learn from and support each other.

Self and peer assessment should focus on the learning. Children are encouraged to:

- Identify what has been done well.
- Explain why it has been done well.
- Identify what could be improved.
- Explain how it could be improved.

5. Monitoring and Review

The aims and objectives outlined in this policy are evident in the day-to-day working of the school. The Headteacher will monitor this through:

- classroom observations
- whole staff book scrutiny
- the progress of the School Action Plan
- external inspection
- data analysis
- communication with children, parents and the rest of the school community
- staff professional reviews in line with the Performance Management policy

6. Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review this policy at least bi-annually.

11 LINKED POLICIES

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Curriculum Policy
- Assessment Policy
- Behaviour and Discipline Policy
- Remote Learning Policy
- SMSC Policy
- SRE Policy
- Equalities Policy
- SEN Policy

Please also refer to those named policies for more comprehensive information.

Signed: Mrs H Sheehan

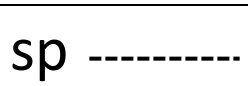
		Date
Version	v.1.9	26.09.2025
Reviewed by	All Staff	
Approved by	Curriculum Committee	
Ratified by	Governing Body	6.11.2025
Review period	2 years	
Date of Review	September 2027	Sep 27

Appendix 1 Marking Codes

Milestone 1: Years 1 and 2

	I can use a finger space
A B C	I can start each sentence with a capital letter
	I can use full stops to end my sentences
	I can use a word mat to help me spell tricky words
	I can use my sounds to help me spell words
WOW	I can use adjectives and adverbs to make my writing more interesting
	I need to work on my presentation

Milestone 2 & 3: Years 3 and 6

	Capital letter
	Tense
rpt	Choose another word
	Peer assessment
VF	Verbal Feedback
	Up-level vocabulary (Use a thesaurus)
	Spelling
	This doesn't make sense
	Guided Work
P.	Punctuation missing