Itchen Abbas Primary School

Feedback Policy

At Itchen Abbas, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the 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

As the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload, we aim to find alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

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 should only be 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 a 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.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- When children are being introduced to new learning, in the apprentice stage, teachers marking will include more detail to guide children in improving their work. As children progress through the phases and become competent or expert, the level of detail will decrease as children are expected to demonstrate a higher level of independence and competency.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

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

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Itchen Abbas, these practices can be seen in the following practices:

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. • May include correcting non-negotiables for writing	• Learning walks • Main focus of next step recorded in book • Some evidence of annotations or use of marking code / highlighting • Impact of feedback evident in children's work
Summary	• Takes place at the end of a lesson or activity • May be a hinge or exit question • 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 • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks	• 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) • Impact of feedback evident in children's work
Review	• Takes place away from the point of teaching • May involve written comments / annotations which pupils will 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 • Responsive assessment sheets • Impact of feedback evident in children's work

Marking Approaches

Work will be reviewed by teachers and additional adults. This may be through simple symbols such as ticks or highlighting of learning objectives or verbally. Wider curriculum subjects will be marked regularly in a way appropriate to the task and learning intention – this can take the form of written, verbal, peer or self-assessment. Non-negotiables for writing should be corrected.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning (see appendix 5 for effective techniques for feedback for written work).

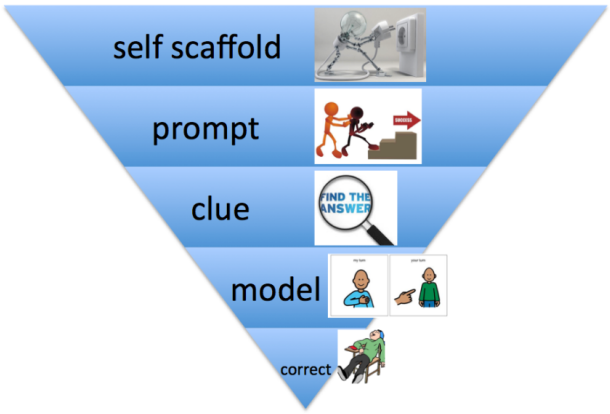
At Itchen Abbas feedback techniques we use include:

- **Responsive assessment sheets** (appendix 1)– may be used by teachers to record next steps, misconceptions, target children, where children need to be moved on. These are used to inform future planning.
- **Marking codes** (appendix 2-4) which the children respond to and correct their errors.
- **Verbal Feedback** during lessons – Upper school children will record the next step focus and change to purple pen so the teacher can identify the impact of the feedback. In lower school, the adult will record the next step and the children will continue to write in pencil / pen.
- **Non-negotiables** for writing – these are age appropriate and must be consistently corrected and responded to where errors are made
- **Honesty cards** – children self-mark at stages during the lesson to identify their success and whether they need support.

Differentiated Marking

The key element to our marking approach is the assumption that all children can work independently given prior input: Adults will use AfL to identify children who need additional support

Some children will also need a prompt to narrow their focus when editing (a pointer – description, figurative language) while others will need more support in the form of a clue. If mistakes are deeply entrenched the teacher or additional adult will directly model or teach to address the confusion.



Children as Markers (Self and Peer-Assessment)

Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

Self-Assessment
Before any child hands in any piece of work for marking they should spend an appropriate amount of time checking they have considered the non-negotiables/prompt sheets/editing stations. This time will be planned in as part of the self-assessment time either before the end of the lesson or as a focus of the next lesson, whichever is most appropriate for the task (see strategies).

Peer-Assessment
Children peer assess using the agreed prompt sheets/editing stations, non-negotiables and marking codes. Peer assessment should begin in Y2 and modelled by the class teacher using visualisers or appropriate strategies.

Next Steps

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, next steps are clearly set out through use of the marking code and accompanying comments. Next steps are based on gaps in learning from the appropriate phase from the Hampshire Assessment Model.

Date agreed: September 2026

To be reviewed every 3 years

Date for next review: September 2029

Appendix 1

Responsive Assessment Record Sheet – Identification of Gaps in Learning

Date

Appendix 2

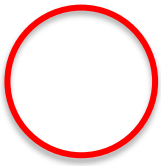
Otters and Foxes Feedback Codes

Red = class adults

✓	Well done!
○	Punctuation missing
G	Grammar incorrect
Sp/	Spelling error
//	New paragraph
x	Incorrect
VF	Verbal feedback given
	Respond to marking
Purple Pen	To show my improvements after receiving feedback

Hedgehogs Feedback Codes

Red = class adults

✓	Well done!
	Punctuation missing
	Finger Space
Sp/	Spelling error
//	New paragraph
x	Incorrect
VF	Verbal feedback given
	Respond to marking
Purple Pen	To show my improvements after receiving feedback

Squirrels Feedback Codes

Red = class adults

✓	Well done!
→	Next steps
CL	Check your capital letters
↑	Check your finger spaces
○	Check your punctuation

Appendix 5

Ideas for Effective feedback for writers in all subjects, including cross-curricular links

Before writing (this will mostly be verbal feedback whilst children prepare for writing)

- Have a clear purpose for writing.
- Develop a viewpoint through talk.
- Hearing, interacting with and retelling well-written models that use features the child needs to use in my writing. Role play being the writer.
- Have a personal / small group big hitting improvement target that the child understands and receives guided tuition on.

During writing

- Building success criteria, writing scaffolds and investigating exemplars for the working wall.
- Draft and redraft orally as a whole group, in small groups, on my own and eventually in my head.
- As writing progresses, explore emerging examples together (visualisers, Digi cameras, iPads).
- See and hear how the teacher writes, reviews, redrafts and thinks aloud the choices s/he makes as a writer.

After writing

- Share the writing with each other and whenever possible, with a reader for whom it is intended.
- Role play being the recipient reader responding to their writing.
- Make space for writers to express what they are proud of in their writing.
- Give oral and written feedback to small groups or individuals connected to their targets.
- Use props to ensure redrafting has a tight focus and is specific: punctuation police, word choice glasses, spelling spyglass etc.
- Written comment marking from the teacher or Teaching Assistant needs to promote thinking and action.