



FEEDBACK POLICY

Review: Autumn 2026

1. Introduction

'Feedback is one of the most powerful influences on learning and achievements' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81-112)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including instruction, reciprocal teaching, prior abilities, reduced class sizes and other factors such as socioeconomic factors.

However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective... "feedback must answer three major questions asked by a teacher and/or pupil:

Where am I going wrong? (What are the goals?)

How am I doing? (What progress is being made towards the goal?) and

Where to next? (What activities need to be undertaken to make better progress?)

The policy sets out how the use of effective marking, feedback and response is consistently utilised across the school to benefit primary aged pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Manor Park First School this important stage of teaching and learning process is also called "Developmental Marking".

Our Aims

The aim of this policy is to ensure clear understanding of the purpose, procedures and processes of effective marking and feedback to pupils' learning regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are marking progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback aims to:

1. **Inform the pupil what they have done well and what they need to improve.**
2. **Support pupil confidence and self-esteem in learning and contributes to accelerated learning.**
3. **Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.**
4. **Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.**

2. Processes

Four types of marking and feedback occur during teaching and learning at Manor Park First School.

1. Teachers' well considered intervention to prompt deeper thinking and swiftly address misconception during lessons. This takes the form of **verbal feedback** and occurs through **effective questioning** to clarify, refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during 1:1 learning conferences with a pupil or on a group basis. The impact of this kind of feedback can be seen in the books through improvements in work or pupil voice.
2. Light marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work and picking up on developmentally inappropriate errors.
3. Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
4. Self-assessment and peer assessment of the attainment and success of a piece of work.

The policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and Feedback at Manor Park First School.

3. Non-negotiable Procedures for Marking

All marking is to be carried out in **green and pink pen. (green for seen and pink for think)**

All marking is to be done in a clear legible handwriting aligned to the school handwriting script.

All pupils' work is to be at least light marked by a teacher.

In Maths and English at least 2 pieces of work per week should be developmentally marked in depth per week.

In Foundation subjects all work (where appropriate) should be developmentally marked against the subject specific skills being taught. Inappropriate errors in English need to be picked up as well.

In developmental marking (Appendix 2)

When identifying specific success the respective work in the pupils' book will be identified with a green pen and evaluated against the success criteria in green. The corresponding comment will also be in green.

When identifying an area for specific improvement the respective work in the pupils' book will be marked in pink and evaluated against the success criteria in pink using the next step symbol. The corresponding comment will also be in pink.

When identifying an area for specific extension the respective work in pupils' books will be identified in pink using the next step symbol. The corresponding comment will also be in pink.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such task must be completed by pupils. It is therefore paramount that teachers give children time to respond to marking. Where appropriate use the Feedback Code. (Appendix 2) At Manor Park First school this time will be given through the cut away approach after children have reflected with the teacher.

When developmentally marking written work in all subjects, attention should also be given to spelling, grammar and punctuation in line with the stage requirement. If a response is required for spelling no more than 3- 4 spelling corrections for a piece of work will be given.

Self –assessment

Pupils will self-assess their learning against the Learning objective and success criteria. They will indicate their understanding with green and pink and through their target card colours in English writing.

Self-assessment in English (Appendix 3)

Self-assessment and editing are an important part of helping children understand the different features of genres. At Manor Park First School our target cards are colour coded so that the children can highlight the elements of a specific writing skill in colours to indicate their perception of their learning in that skill. It also supports pupils in their understanding of the elements they have to work on to improve. Finally, the teacher can assess the pupil's understanding of the skills by checking that the highlighting is in the correct colour. For



example, a child who highlights **working** as a noun does not yet fully understand what a noun is so the teacher can address the misconception.

Teachers will give children regular opportunities (at least twice a week) to use their self and teacher assessment to edit their work.

Peer- assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done on a post-it note (green and pink) and the peer assessor's initials must be also left.

Responsibility

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area and to report back to SLT, Head of School and Governors. Likewise the Inclusion Leader has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils.

It is the responsibility of the Curriculum Leaders to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Monitoring and Evaluating

Monitoring of the policy will be done through work scrutiny led by Curriculum Leaders and Head of School as appropriate. It will be regularly monitored for whole school consistency and evaluated for impact on pupil's outcomes.

The Curriculum Leaders will also monitor the impact of developmental marking through work scrutiny as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of feedback and response will be done through impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

Policy Review

This procedure has been agreed during the academic year 2023 - 2024 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2025.

Appendix 1

Procedures in greater detail:

Frequency of Developmental Marking

- All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be done in books or if done in another form electronically captured and reproduced as appropriately.
- In English and Mathematics all pupils should have at least two pieces of work marked developmentally by the teacher per week. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made. In Foundation subject all work (where appropriate) should be developmentally marked and therefore response time needs to be given.
- Additional Developmental Marking may also be used as a strategy to support pupils who are in need for acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement.

Giving effective feedback to pupils:

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and adjust planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings:

Specific Achievement feedback identifies aspects of successful attainment and or progress. This related directly to the Learning Objective/ Learning Ladders or targets set.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provided opportunity for specific response, it enables effective progress to follow.

Feedback should:

- be positive, specifically identifying what has been done well.
 - identify an area for specific improvement followed up with an improvement task
- or
- identify a specific area for deeper investigation of understanding

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forwards and be aware of how they are improving. For example, the challenge within the task may:




- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar.

When constructing feedback teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement for learning?

Appendix 2

MARKING AND FEEDBACK CODE

Code	Explanation
SP (with word underlined)	Try to spell this word again
SP (in the margin)	There is a spelling mistake please find the mistake and correct it.
	Missing Full-stops and Capital Letters
//	Begin a new paragraph
T	Tense issues
	Finger space
*	Missing Word
TA	TA marked
Supply	Supply teacher marked
	Next step

