

Applecroft School



Feedback Policy

Person Responsible:	Deputy Headteacher
Review Cycle:	Annual
Date of Issue:	September 2025
Review Date:	September 2026

Feedback Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

What Does the Research Say?

At Applecroft School, we recognise the importance of feedback as part of the teaching and learning cycle and believe that pupils should be actively involved in the process for it to have maximum impact.

We are mindful of both the research surrounding effective feedback and marking and the workload implications of written marking on teachers.

This policy is rooted in research evidence which suggests that providing feedback is one of the most effective and cost-effective ways of improving pupil's learning and is influenced by best practice from a range of sources including the Education Endowment Foundation (EEF) which shows that effective feedback should:

- Be meaningful,
- Be specific, accurate and clear,
- Provide specific guidance on how to improve and not just tell pupils when they are wrong
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal,
- Encourage and support further effort by the learner.

Hattie and Timperley 2007, state that:

- "Feedback should only be used to promote learning" (Feed up, Feedback and Feed Forward).

Dylan Williams, 2005, comments that:

- "Feedback should be more work for the recipient than the donor"

What Does Other Research Say?

The independent Teacher Workload Review Group, in its 2016 report '[Eliminating unnecessary workload around marking](#)', identified:

- "marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop",
- "determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers",
- "help restore the work-life balance, passion and energy of teachers in this country",

- "help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice"
- "the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons".

They recommended that:

"All marking should be meaningful, manageable and motivating".

2) Our Key Principles of Feedback:

- The sole purpose of feedback should be to further children's learning,
- Feedback should be purposeful and used to celebrate and improve attainment
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than written comments provided at a later date,
- Feedback should be rapid and immediate within lessons wherever possible,
- **Verbal or visual feedback should be the main source given,**
- For effective feedback to take place, children must understand what they are learning, must be given opportunities to compare their work with the learning objective/question and must be given opportunities to improve,
- Feedback should enable and empower children to take responsibility for improving their own work and as such, pupils will be encouraged to reflect, analyse & improve their work
- Provide feedback using a range of strategies including: live marking, self-assessment, peer assessment, whole-class feedback, mini-plenaries, use of a visualiser, written comments and regular low-stakes quizzing,
- All pupils work should be reviewed by teachers at the earliest appropriate opportunity so that it can impact on future learning for pupils and help teachers to 'feed forward' and plan effectively for lessons,
- Feedback, as part of the school's wider assessment processes, should provide an appropriate level of challenge and support to pupils in lessons, allowing them to make good progress,
- Time is provided daily to enable pupils to respond to feedback and develop reflection through effective use of both self and peer assessment,
- When pupils' work is reviewed, it should be acknowledged in books using the school's marking codes.

3) Feedback in Practice:

It is vital that teachers evaluate the work that pupils undertake in lessons and use the information obtained from this to allow them to adjust their teaching.

As a school, we believe feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement, especially for our youngest children.

Feedback will be specific to the subject and specific task the pupils have carried out and chosen on the basis of maximising learning.

At Applecroft School, feedback will occur at one of three common stages in the learning process:

- Immediate Feedback - at the point of teaching, during a lesson,
- Summary Feedback - at specific points during a lesson or at the end of a lesson/task
- Review Feedback - away from the point of teaching.

Feedback:	What it may look like:	Evidence:
Immediate Feedback:	<ul style="list-style-type: none"> - takes place in lessons with individuals or small groups, - often provided verbally to pupils for immediate action, - may involve support or further challenge, - may re-direct the focus of teaching or the task, - may include use of the school's marking code, - includes the teacher gathering feedback from teaching including book work, white boards etc. 	<ul style="list-style-type: none"> - progression in books (including use of purple polishing pens where appropriate), - learning walks, - lesson observations - pupil voice, - staff voice - use of marking codes in books
Summary Feedback:	<ul style="list-style-type: none"> - takes place during mini-plenaries within a lesson or at the end of the lesson - often includes groups or whole class - provides opportunity for evaluation of learning within a lesson - may take the form of self or peer assessment against an agreed set of criteria (e.g. ingredients for success) - may guide a teacher's further use of feedback focussing on an area of need - may guide a teacher's planning e.g. to enable misconceptions to be readdressed, further guided practice, further practice for pupils for consolidation 	<ul style="list-style-type: none"> - progression in books (including use of purple polishing pens where appropriate), - learning walks, - lesson observations - pupil voice, - staff voice - use of marking codes in books - pre and post assessments - evidence of self and peer assessment in books - whole-class feedback sheets
Review Feedback:	<ul style="list-style-type: none"> - takes place away from the point of teaching - may involve written comments to read and respond to - provides teachers with opportunities for assessment of understanding - leads to adaption of further teaching/lessons/tasks - shared information from the 'whole class feedback sheet' at the start of the next lesson 	<ul style="list-style-type: none"> - lesson observations including feedback followed by action from pupils - lesson 'whole class feedback sheet' - adaptations of teaching sequence e.g. next steps on 'whole class feedback sheet' evident within teaching/ books in following lessons and/or planning - use of annotations to inform future groupings - marking codes and pupil responses in books

All work will be acknowledged in some form by class teachers using feedback from the lesson 'whole class feedback sheet' and/or marking codes dependent upon the child's age and ability and the lesson itself.

4) What does Feedback look like?

In the Early Years Foundation Stage (Nursery & Reception):

- In our Early Years, pupils will receive 'a star and a wish' feedback verbally as part of continuous provision, in order to identify positive aspects of work and points for development - much of this will relate to Characteristics of Effective Learning. This verbal feedback may also be represented with the adults' initials
- 'Next Steps', where appropriate, identified and recorded on each child's Tapestry on-line Learning Journal
- In the Early Years, the 'next steps' will focus on Prime Areas in the first instance, before focussing on Specific Areas (particularly communication & language development, reading, writing and maths). This feedback may be represented with an arrow > to symbolise the next step given. Where appropriate, one to two next steps may be given.
- Written feedback, where appropriate, should always be clearly legible (modelling appropriate printed handwriting - which is in line with taught letter formation and presentation) and easily understood by pupils, including use of additional adults or peers to read comments where necessary; marking will be completed in green pen by all adults and in pencil by the children (as children are still developing gross and fine motor skills appropriate to their physicality).
- The teacher will use an orange highlighter to highlight misconceptions / incorrect work. Pupils will act upon this feedback by correcting their work.

(Year 1 will reflect the EYFS points above in the first few weeks of the autumn term as they transition from the EYFS to KS1. They will then work towards the KS1 expectations).

Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3-6):

Live Marking:

- Immediate marking of the work by the teacher. Pupils act immediately on this during in-class feedback,
- Teacher giving verbal feedback during lessons to small group, whole class or individuals. Pupils act upon this feedback,
- Consistent high-quality learning dialogue between teacher and child during the lesson. Pupils act upon this feedback using their 'Purple Polishing Pen' (PPP),
- The teacher will highlight where the child has achieved the key learning in the lesson and/or particular successes using a green highlighter
- The teacher will use an orange highlighter to highlight misconceptions / incorrect work / poorly communicated subject knowledge whilst providing support in class. Pupils will act upon this feedback using their 'Purple Polishing Pen' to correct/further improve their work.

Self-Assessment (SA) Pupils reflect on their learning:

- Wherever possible, the teacher provides pupils with the answers to mark their own work. This provides instant feedback allowing each pupil to analyse and reflect if they have understood the concept or not. It also develops pupils self-awareness and self-evaluation as a learner,
- Pupils evaluate their learning against a learning question and/or learning objective (subject dependent) and then improve their piece of work using their 'Purple Polishing Pen'.
- Pink highlighter used to showcase when children have used subject specific / tier 2 and tier 3 vocabulary.

Other SA strategies that could be employed:

- Provide pupils with a list of errors typical of those made by the group and ask them to identify what is wrong and then re-draft correctly.

Peer-Improvement (PI):

- In order to strengthen a pupil's understanding, the teacher may ask a pupil to mark another child's work and/or provide verbal or written feedback on it.

Other PA strategies that could be employed:

- Share good examples of pupil's work at appropriate points in the lesson to allow pupils to reflect on their own work and share ideas for improvement,
- Photocopy 3-5 examples of work, pupils to peer assess the examples, then use what they have learnt from this activity to go back and improve their own piece of work.

Whole Class Feedback Sheet (WCFS) (see appendix 1):

- Following a lesson, the teacher will review the pupil's books and identify themes across them and use this information to complete a 'whole class feedback sheet',
- Whole class assessment sheets will then be shared with the class either visually or orally (depending on content), at the start of the next lesson,
- These sheets will be used to inform future planning and where appropriate, shared with curriculum leaders.

Ingredients for Success (IfS) (Years 1-6):

- For English writing tasks, teachers will use 'Ingredients for Success' checklists at the end of each unit of writing. Teachers will highlight, using a green highlighter, examples within the child's work where they have been successful. They will then highlight each statement on the 'Ingredient for Success' checklist either in green for statements the child has achieved/displayed in their work successfully or orange if the child is still 'working towards' success,
- The pupil's will self-assess their own work using the same 'Ingredients for Success'. Where these differ, teachers will hold a 'learning conversation' with the child as an opportunity to share their thinking and develop self-evaluation and reflection,
- One point for development, or 'next step', will be written underneath the 'Ingredients for Success'. Suggestions could also be made about how this improvement could be achieved e.g. modelling an alternative sentence starter.

Marking:

- Teachers should use live marking and give verbal feedback within lessons as often as possible,
- When beneficial, teachers will provide written comments in pupil's books for the individual pupil's to act on using their 'Purple Polishing Pen'. This may include annotations with follow-on activities, extension questions and/or clarification questions, which either consolidate learning or probe for a deeper understanding,
- Teachers should ensure that when recording written comments in pupil's books that they model the school's handwriting and presentation expectations,
- Teachers will only use green pen when leaving written comments and applying this policy,
- When teachers recognise a repeated spelling error, they will record 'SP' in the margin of the line where the error has occurred. Pupils will then be expected to identify the error and copy the correct spelling below the piece of work. When appropriate, ongoing spelling errors may become a 'next step' for pupils (see IfS above).

Teacher Guidance for effective marking:







- Keep it focused - pupils require specific support to know **how** to improve their work. Avoid overloading pupils,
- Model and Scaffold - models of work, with specific strengths or weaknesses, are very effective in increasing pupil understanding. Seeing an outstanding exemplar helps lessen the cognitive load and gives pupils an image of the high standard that is being sort. Reviewing a poorer example, identifying its flaws with the teacher, or improving a weak example together, also helps to scaffold a pupil's understanding about what is required to improve their own work,
- 'Purple Polishing Pen' - although this will be used independently by pupils, there is also a need for teachers to model and guide improvements
- Writing comments such as 'good effort', 'well done' etc. have little impact on learning. Recognition of a pupil's effort and achievements are vital but also more impactful if delivered in the lesson to the pupil directly.

5) Marking Codes:

Early Years Foundation Stage (Nursery & Reception):



In Nursery & Reception, the majority of feedback will be given verbally. The following codes may be used where pupils are reaching a level of independence within learning. There should be a strong emphasis on developing correct letter and number formation, appropriate key words and phonetic spelling.

Adults write the short date with their initials underneath to show which adult was leading on the adult directed task

	Visual reminder to use a finger space.
	Independently completed
	With support and brief description how supported. (e.g.  - identifying oa digraph)
a --- I ---	Adults model the correct letter formation and/or tricky word. Children to practice three times.
	Underline an error or missing component (i.e. capital letter, grapheme or full stop).
	Correct letter formation in a highlighter for child to trace (if necessary).

Key Stage 1 (Years 1 & 2):

In Key Stage 1, most pupils should develop a greater level of independence within learning. Most pupils should be able to respond to marking codes without the support of an adult. The 'Whole Class Feedback Sheet' should be used to give group feedback and by Year 2, pupils should begin to respond to feedback delivered to the whole class.

	Achieved Learning Question / Learning Objective / Success Criteria
	Working Towards Learning Question / Learning Objective / Success Criteria
CL	Capital Letter
FS	Full Stop
↔	Finger Space
SP	Spelling correction required
?	Does it make sense?
WS + adults initials	With support (+ initials of adults providing the support)
□	Correct response
LC	Learning Conversation

Key Stage 2 (Years 3-6):

In Key Stage 2, pupils should have a greater level of independence within learning. Pupils should be able to respond to marking codes without the support of an adult. The 'Whole Class Feedback Sheet' should be used to give whole class and group feedback with pupils responding to feedback as appropriate within their books.

G (= green)	Learning Objective/Learning Question/Success Criteria Achieved
A (= amber)	Learning Objective/Learning Question/Success Criteria partly achieved and/or child is working towards success
P	Punctuation Error needs correcting
SP	Spelling correction required
?	Does it make sense?
WS + adults initials	With support (+ initials of adults providing the support)
□	Correct response
//	New paragraph required
LC	Learning Conversation

In Key Stages 1 & 2, children may receive a green, frog stamp in their books in recognition of good effort, success and/or improvement. The green, frog stamp works in partnership with our Behaviour & Discipline policy and allows the child to move one level 'up the green' triangle.

When a child has move up the triangle, they should place a small tick beside the stamp.

6) Purple Polishing Pen (PPP):

Children should assess and edit their own work, under the guidance of an adult in the lesson. Teachers' should model how to do this and provide ongoing support to ensure their pupil's become more expert.

Children will use a PPP to make annotations, corrections and improvements to their written work e.g. marking answers to questions, correcting spelling and punctuation errors, redrafting written work or improving vocabulary.

Children in KS2 may also identify 'next steps' using their PPP.

7) Learning Conversations:

In KS1 and 2, at least twice each half-term, every child should spend time having a 'Learning Conversation' with an adult in their class to talk about their learning. This takes place either in a small group or on an individual basis. During this time, the child will work with an adult to identify areas of success and how they can further improve their learning. Specific pieces of work may be discussed or a more general conversation about learning over time may take place.

8) Google Classroom:

This Feedback policy applies to all pupils' work including that presented in books and digitally.

9) Home Learning:

All Home Learning will be acknowledged in some way by either the teacher who has set the task or by the class teacher. If completed as a hard copy, it will be acknowledged/marked in writing. If submitted digitally, it may be marked in one of the following ways: by a brief comment, a numerical score and/or the return of their work by the teacher.






10) Monitoring and Evaluation:

Senior leaders and Curriculum leaders will monitor and evaluate the implementation and impact of this policy as part of the school's monitoring cycle. Pupils' books will be reviewed and conversations with staff and pupils will take place to evaluate and further improve practice.

11) Review:

This policy has been agreed with staff and governors and will be reviewed at least annually.

Whole Class Feedback Sheet (WCFS):

Class:	Subject:	Date:
 What Went Well:		 Reflection Tasks:
		Misconceptions: Consolidate: Develop:
 Star Mentions:		 Actions:
Missing/incomplete work:		 Areas for Development:
Presentation:		
SPAG:		

