



Feedback Policy

Review Date	April 2026
Last reviewed	April 2025

Introduction

This policy was agreed and devised by staff at Skegness Infant and Junior Academies to ensure a consistent approach across both sites. Marking and feedback should be used as a positive strategy to:

- Assess where the child is
- Inform future teaching and learning
- Set next steps to develop and take learning forward
- Monitor progress
- Ensure high standards are achieved
- Allow pupils to respond in an appropriate way to their developmental level

Rationale

The purpose of feedback is to inform pupils how well they are performing and to offer guidance on how they can improve. Marking and Feedback may take the form of verbal or written; however whatever method is used it is important to note on the pupil's work what guidance has been offered. This then acts as a reminder for both the teacher and the pupil.

Skegness Infant and Junior Academies are committed to providing relevant and timely feedback to pupils. Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking and feedback should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked and the learner is actively involved in the process. Feedback should focus on moving learning forward, targeting the specific gaps that pupils not only exhibit in a current piece of work but provide a "recipe for future action," helping pupils understand how to improve their work in the future. Research shows that marking and feedback is an important factor in pupil learning, so this policy is crucial for both academies.

Implementation

The implementation is the responsibility of all staff and should be consistently applied across all year groups by those working with pupils in school (including cover staff and support staff).

Entitlement

All pupils are entitled to have their work valued and to receive positive and constructive response.

Purpose: Reason for Feedback

- To recognise, encourage and reward pupil's efforts and achievement and celebrate success

- To provide a dialogue between teacher and pupil and clear appropriate feedback about strengths and areas for development in their work
- To indicate how a piece of work could be improved against assessment criteria
- To identify pupils who need additional support or more challenging work and to identify the nature of the support or challenge required
- To inform future planning
- To enable pupils to be engaged in their learning and next steps nature of feedback
- Comments may be oral or written
- Comments may be given on a group or individual basis.

Feedback should be developmental across both academies and staff must follow the following guidelines-

Skegness Infant Academy

Feedback is most effective when it is immediate. Verbal methods can improve attainment and needs to be specific, consider the learner's perspective, and encourage the learner to ask questions to reflect on their learning. At Skegness Infant Academy verbal feedback is used to shape and inform learning throughout the group session rather than leaving feedback until the end of a piece of work. In order to support the reduction in teacher workload, quality marking and feedback is to take place for the group targeted for support by the teacher or learning assistant.

Children who slip into persistent absence or have a sustained period of absence are to be supported in their learning through a higher focus on feedback in order to reduce gaps in learning and understanding.

Foundation Stage guidelines

All work should be valued. Comments can be used to indicate a pupil's response to the work/picture. Verbal feedback is used in the FS. This is denoted with a 'V' and a word or two outlining what the focus for feedback was. Responding in order to develop a specific area, for example letter formation, can be given in the foundation stage during the activity session. 'S' is used to denote that a piece of work has been supported and a few words used to outline which aspect has been supported (for example 'S' for focus, 'S' for using phonics, etc.) Next steps which target a specific area can be given in the foundation stage and children respond within the activity session in order to move learning forward.

Key Stage One guidelines

- V and S notation alongside explanations continue to be used within Key Stage One.
- Visual cues can be used to support independence.
- If in a targeted, supported group, verbal feedback and responding should be taking place throughout a piece of work for the children in an adults guided group. As pupil develop, the expectation for a response from children can be written in ready for the next session.

- Other pupil's work should be assessed by the class teacher during the lesson, where time allows, and comments made if appropriate.
- Marking and feedback should focus on the learning challenge and success criteria, or the individual needs of the child.
- The learning challenge should be highlighted to indicate that the child has achieved the challenge during the lesson.

Marking notation

- 'S' supported and a brief outline of which aspect was supported eg, concentration, spelling, etc. '
- 'I' independent work (If the pupil is initially supported then the child continues to work independently, I is used to denote when the independent work started.)
- 'V' verbal feedback given and which aspect identified
- ● Mistakes or corrections needed - Mistakes or corrections in mathematics will be indicated by a dot and a box for the correction (using green pen)

Note – Feedback can also be written on observations and these then used to shape future planning and sessions.

If the work is being assessed by anyone other than the class teacher, initials of the person providing the feedback will be written in the top right hand corner of the page.

Pupils' self and peer assessment

It is important that pupils begin to develop confidence in assessing their own work and reflecting on their learning. A circle is to be provided next to the Learning Challenge for children to complete a 'feelings' face in plenary sessions

Key Stage Two guidelines

In KS2 the following suggestions are outlined as effective strategies and can be used to mark, assess and provide feedback. All strategies must-

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be frequent and regular – all work should be marked in preparation for the following lesson and be used to inform planning, resources, groupings and allocation of adults
- Allow specific time for the children to read, reflect and respond to marking and feedback – time to be allocated at the start of the following session in the sequence of learning e.g. Monday's maths feedback to be responded to no later than the start of Tuesday's maths lesson in order to avoid the same mistakes being made again, this will help maximise progress of pupils.
- Involve all adults working with children in the classroom in providing feedback and supporting the response to feedback 1:1, guided groups etc
- Give recognition and appropriate praise for achievement

Specific strategies-

Verbal Feedback: This means the discussion of work and direct contact with the child. It is particularly appropriate to support younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent – G (guided) or a V symbol should be used to acknowledge verbal feedback has been given. Feedback is most effective when it is immediate. Verbal strategies can improve attainment and be more efficient and support reducing teacher workload. Giving feedback verbally means that the teacher/teaching assistant can clarify and elaborate immediately, therefore ensuring that misconceptions are not embedded, and pupils can act upon the feedback given straight away.

Success Criteria Checklists: Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated.

Peer Marking: children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners. Children should first point out aspects they feel work well then suggest ways to improve the piece but only against the learning objective/challenge or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled. This is best used within the lesson where pupils have then time to respond. Teachers should then still mark the work following the lesson to further extend or identify areas for consolidation and support.

Quality Feedback Comments: Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective/challenge and success criteria. 'Correct' work is highlighted in pink and areas for development are highlighted in green, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. "What else could you say here?"
- A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".
- An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

- Highlighters will be used by staff (not children) to indicate pink for positives / green for growth and next steps.
- In Y6 children may use highlighters in their Maths Daily Recaps.
- Children will mark in purple pens – tick / dot.
- Comments may be made in the margin by staff when targets are achieved
- Feedback given will be concise and specific. Specify what is amazing eg. 'Amazing use of prepositions' rather than the singular use of the word 'amazing'. For children who have a low reading comprehension and age use verbal feedback instead.
- Next steps to be used where it is of benefit to extend the thinking and move learning forward with clear strategies for improvement. There is no specified quantity of how many next steps.
- Live marking will be used providing active, rapid feedback and AfL, moving learning forwards instantly.
- Observation notes may be used in KS2 as a way of recording assessment/ feedback. This may benefit OYG when working verbally.
- Persistent errors and patterns of errors will be identified and fed back to the pupil rather than every error made to ensure selective and sensitive marking takes place. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Work will be marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Marking will be written in handwriting that is legible and a model for the child
- Mark verbal feedback as VF and mini plenaries as MP in books to show feedback has been given.

Subject specific feedback: English

At Skegness Infant and Junior Academy, we believe that the most effective form of feedback happens in the moment, where the child is present. For this reason, most of the feedback will happen verbally, in lessons, with the children.

Highlighters will be used by staff to indicate pink for positives. Children will use a purple pen to edit/self-correct their work. English feedback should focus on key elements of writing that will support progress and attainment for each pupil. Teachers assess learning gaps within a given piece of work and select an area to focus on for feedback. High quality feedback should focus on the task, subject or self-regulation strategies. Teachers need to use formative assessment to inform their feedback in order to focus on the highest priority aspects of writing first: they need to judge which element would have the greatest impact on the child's attainment and progress.

Feedback across SIA and SJA is developmental and progressive depending on the skills, knowledge and understanding of the children. As children move through the Infant into the Junior Academy, English feedback notation will move towards using green dots to facilitate independence in editing. (See Appendix A)

- After an independent/ extended piece of writing children will utilise the writing checklist to support self-reflection on their writing.
- At the end of each extended piece of writing, teachers are to complete a whole class feedback sheet (Appendix B), to reflect on and identify the focus areas for their class at the end of a sequence of learning and adapt their next unit of work accordingly.
- A feedback session will then follow this with the teacher sharing some good examples and addressing common misconceptions/errors. A feedback task/activity will be provided, where the teacher will revisit and discretely teach a skill that they have identified as a focus area.

KS2 Subject specific marking and feedback

- In English, planning and ideas collections may not be marked. Grammar may be self-marked to address misconceptions at the time.
- Extended writing will need teacher marking.
- Spellings in books –a maximum of 5 words identified for children to write 3 x or 5 x dependant on the word and judgement. Ideally link to phonic phase tricky word and taught GPCs.
- Guided Reading will use self-assessment where appropriate, alongside observation notes and peer-assessment. 3-mark questions and inference will require teacher marking.
- In Maths, the teacher and TA will mark their guided group from the lesson. Use of self-assessment/ peer assessment where appropriate.
- During Curriculum/ Science work; Relate to the learning objective/challenge/success criteria of the work set, e.g. science should be marked mainly for the science content but use English, Maths and SPAG as a secondary element to the feedback given. Key aspects of the pupils work will be highlighted with next steps where appropriate. Self-Assessment and Peer-Assessment to be used.

Monitoring and Evaluation

The monitoring of this policy is the responsibility of the Senior Management team alongside the principal.

Review: This policy will be reviewed in accordance with the review cycle overseen by SLT.

Appendix A - Subject specific feedback: English

At Skegness Junior Academy, we believe that the most effective form of feedback happens in the moment, where the child is present. For this reason, most of the feedback will happen verbally, in lessons, with the children.

Highlighters will be used by staff to indicate pink for positives. Children will use a purple pen to respond to any feedback and to edit/self-correct their work.

Code	Purpose														
VF	Verbal feedback is one of the most effective forms of feedback as it is immediate. A brief note to be given alongside the VF to demonstrate the area a pupil has had support in (e.g. VF punctuation). This ensures it is clear how the pupil has acted on the VF to move their learning on and allows for greater precision and clarity for which aspects of the writing can be used for assessment purposes.														
S	This signifies that a part of the work has been supported by the class teacher or teaching assistant. It should be clear which part of the work has been supported.														
MP	A mini plenary might be used to progress, consolidate or address misconceptions. It indicates where the class teacher or teaching assistant have intervened. A brief note to be given alongside the MP to demonstrate the area a pupil has had support in (e.g. MP fronted adverbials).														
	<p>A green dot in the margin indicates that there is an error in this sentence. It prompts children whilst encouraging them to independently identify the error themselves and self-correct.</p> <p>Green dots are to be used during the <i>teach and practice</i> stage of the writing learning journey, in the sentence level work and short bursts of writing to support pupils in moving their learning forward.</p> <p>The codes below provide further support in helping children to identify and self-correct their errors. Codes must be displayed in the front of English books.</p> <table border="1" data-bbox="459 1400 1428 2004"> <tbody> <tr> <td> SP</td> <td>Spelling mistake</td> </tr> <tr> <td> P</td> <td>Punctuation error</td> </tr> <tr> <td> CL</td> <td>Capital letters</td> </tr> <tr> <td> V</td> <td>Vocabulary</td> </tr> <tr> <td> ^</td> <td>Missing word</td> </tr> <tr> <td> ?</td> <td>Reread for sense</td> </tr> <tr> <td> +</td> <td>Conjunction error</td> </tr> </tbody> </table>	 SP	Spelling mistake	 P	Punctuation error	 CL	Capital letters	 V	Vocabulary	 ^	Missing word	 ?	Reread for sense	 +	Conjunction error
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Appendix B – Whole Class Feedback Sheet

At the end of each extended piece of writing, teachers are to complete a whole class feedback sheet, to reflect on and identify the focus areas for their class at the end of a sequence of learning and adapt their next unit of work accordingly. A feedback session will then follow this with the teacher sharing some good examples and addressing common misconceptions/errors. A feedback task/activity will be provided, where the teacher will revisit and discretely teach a skill that they have identified as a focus area.

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