

**VICTORIA ROAD  
PRIMARY SCHOOL**

**FEEDBACK POLICY**

**POLICY DOCUMENT**

REVIEWED: January 2025

**DOCUMENT REVIEW (EVALUATION)**

DATE OF NEXT REVIEW:	January 2026
STAFF RESPONSIBLE:	Assessment Lead
REPORT TO:	Teaching and Learning committee

## Introduction

At Victoria Road, 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.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, staff at Victoria Road have investigated 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.

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 less

## **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 Victoria Road, these can be seen in the following practices:**

<b>Type</b>	<b>What it looks like</b>	<b>Evidence (for observers)</b>
<b>Immediate</b>	<ul style="list-style-type: none"> <li>● Includes teachers gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>● Takes place in lessons with individuals or small groups</li> <li>● Often given verbally to pupils for immediate action</li> <li>● May involve use of a teaching assistant to provide support or further challenge</li> <li>● May re-direct the focus of teaching or the task</li> <li>● May include de highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations/ learning walks</li> <li>● Some evidence of annotations or use of marking code/highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>● Takes place at the end of a lesson or activity</li> <li>● Often involves whole groups or classes</li> <li>● Provides an opportunity for evaluation of learning in the lesson</li> <li>● May take form of self- or peer-assessment against an agreed set of criteria</li> <li>● In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations/ learning walks</li> <li>● Timetabled pre-and post-teaching based on assessment</li> <li>● Some evidence of self- and peer-assessment</li> <li>● May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>● Takes place away from the point of teaching</li> <li>● May involve written comments/ annotations for pupils to read / respond to</li> <li>● Provides teachers with opportunities for assessment of understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Acknowledgment of work completed</li> <li>● Written comments and appropriate responses/ action from pupils</li> </ul>

	<ul style="list-style-type: none"> <li>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>Adaptations to teaching sequences tasks when compared to planning</li> <li>Use of annotations to indicate future groupings</li> <li>Some evidence of pupil self-review / reflection time</li> </ul>
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### **Marking Approaches**

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. In addition, staff should praise children's efforts through a variety of school based reward systems such as positive comments, dojo's, certificates, stickers etc in order to celebrate their learning.

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. 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.

### **Marking Code**

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

<b>Annotation</b>	<b>Meaning</b>
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome  Highlight only the LO if the intention is partially met and they are on their way to meeting the intended outcome.
	Dot by side of work or underline specific area = specific corrections. Think again: Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation, poor word choice, specific error in calculation etc)
VF	Verbal feedback given (optional)

CT/TA/I	Worked within a focus group with the class teacher or teaching assistant. I used to demonstrate progress from this.
Red, Amber, Green circles in Maths	Self- assessment in Maths Green= fully understood Amber = I needed some help with this Red= I struggled with this and need to go over it again.
//	Paragraph break. KS2
^	Missing word(s).

**Self-marking** – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. A purple colour will be used for that.

**Response partners** – children should be trained to evaluate a partner’s work; identifying successes against learning objectives and looking for points for improvement with a purple pen.

**Self- Assessment** – traffic lights red, yellow, green (as appropriate) in Maths, and in other subjects if this is purposeful. If an additional self-reflective comment is purposeful, children can be supported to complete this, linking it to the learning objective.

Maths	<ul style="list-style-type: none"> <li>• Learning Objectives are highlighted entirely green if achieved, just “LO” is highlighted green if they are partially achieved, and underlined pink if further work is needed.</li> <li>• If further work is needed, this needs to be evident in their book. This could be a ‘mop up’ group activity, or work done with an adult, or work done in the following lesson/s. If it is work on a whiteboard, a photo could be taken.</li> <li>• Pink ‘biro’ pen to set individual follow up task/challenge or comment</li> <li>• Purple pens are used for children to mark their own Maths work</li> <li>• CT or TA used to show adult support</li> <li>• Children self assess using red, orange, green</li> <li>• If a self-reflective comment is purposeful, children can be supported to complete this, linking it to the learning objective.</li> </ul>
English	<ul style="list-style-type: none"> <li>• Learning Objectives are highlighted entirely green if achieved, just “LO” is highlighted green if they are partially achieved, and underlined pink if further work is needed.</li> <li>• Pink ‘biro’ pen to correct spelling for key words</li> <li>• Pink ‘biro’ pen to set individual follow up task/challenge or comment</li> <li>• Purple pens are used for children to self-edit</li> <li>• Where appropriate teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.</li> </ul>
Foundation Subjects	<ul style="list-style-type: none"> <li>• Questions are presented in some books rather than LOs but the learning is still what is marked.</li> <li>• Floorbooks are used where appropriate and the learning is clear.</li> <li>• Self and peer assessment are used throughout the lesson</li> </ul>

