Feedback Policy

Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

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Responsible Governor's Committee	Quality of Education
Date Reviewed	September 2025
Frequency of Review	Review in the light of changes to legislation or operating experience

CHANGE CONTROL		
Date	**Details of Change**	**Staff Member**
Feb '22	No change	SJ
July 2023	What is feedback? Changed to introduction. Aims of feedback Principles of feedback Presentation- added paragraph Minimum Requirements by Year Groups- changed Talk for Writing process to writing process Foundation subjects- changed Maths- changed	FS
September 2025	Changed Literacy Marking Code Updated 'Principles' section to improve clarity. The use of purple pen for children's edits has been removed. Instead, edits will be made using pencil for more substantial corrections, and purple pen will be used at the teacher's discretion, based on handwriting skills or the individual needs of the child. Maths marking code updated	FS FS FS CM

What is feedback?

Feedback is information given to children about their performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

At Wistaston Academy we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking method used by individual teachers and therefore have an age appropriate school approach, which is used in each classroom. However, teachers use their professional judgement to consider the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give relevant feedback as an essential part of the assessment process.

Aims of Feedback

We mark children's work and offer feedback in order to:
- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning,
- Offer them specific information on the extent to which they have met the learning challenge, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment, and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

Principles

- The school has a standardised approach to the marking and feedback of all pieces of work.
- Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. The process of marking and offering feedback should be a positive one, with a strong emphasis on recognising the efforts made by the child. Feedback should not only be given when things are incorrect, but also when they are correct.
- Marking should always align with the learning objective and the child's personal learning targets.
- The child must be able to clearly understand the marking and be given time to respond to any required feedback.
- Teachers should aim to promote children's self-assessment by linking marking and feedback to a broader process of engaging the child in their own learning. This includes sharing the learning objective and key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is for feedback to be oral and immediate.
- Written comments should be neat, legible, and written in green pen.
- Feedback may also be provided by a teaching assistant, through peer review, plenaries, or group sessions.
- Feedback can be used to identify specific areas of difficulty.
- Errors made by many children do not need to be addressed in individual comments but should be noted for future planning and provided as whole-class feedback.
- Marking will usually be done as 'live' marking or before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Type and Frequency of Verbal Feedback

This is the most frequent form of feedback. It has immediacy and relevance as it leads to direct student action and these may or may not be formally planned.

Type and frequency of written feedback

There are two types of written feedback: detailed and maintenance. The frequency of each type of written feedback will vary between subject and key stages; agreed minimums are described in the table at the end of this document. Some subjects that are more practical may well not have detailed written feedback. Detailed feedback will clearly identify the strengths and areas for improvement that students will then act upon.

Type and frequency of peer feedback

This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. Written peer feedback is dependent again on the age of the child. Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the teacher. The teacher will emphasise presentation skills as a mark of respect to the other student's work.

Presentation

The school has a standardised approach to the presentation of all written work. At Key Stage 2, all pupils are expected to follow these guidelines and in the EYFS and at KS1 pupils should be working towards them.

Minimum Requirements by Year Groups

Years 1 and 2
In Years 1 and 2 most feedback is verbal and during the lesson. Teachers also mark work using a basic marking code. They place the code next to the relevant part of the work. In Year 2 children begin to draft and edit their work as part of the writing process. This is completed in purple pen so that corrections can be clearly identified by the class teacher. Part of this process also includes the work from the AfL group around peer to peer feedback. Teachers use orange for key spellings and blue for next steps/corrections.

Years 3 – 6
Foundation subjects, excluding Art, P.E. and Music, are marked in a similar way to Literacy using the marking codes. We reinforce the positives and, where necessary, highlight misconceptions directly linked to the learning objective, ensuring that the feedback can be acted upon.

Spelling errors:

The incorrect spelling of subject specific vocabulary, particularly key concepts, should be indicated by an orange highlighter. The teacher will model the correct spelling for the children to copy. They will write out the correct spelling under the teacher model. *No more than 3 incorrect spellings to be identified per piece of written work.*

The teacher will use a *'VF' code* to indicate that they have spoken to the child about their work.

Maths

Teachers mark using the marking code. Children independently mark elements of the maths lesson in purple pen; this is usually the daily practice. This practice is introduced during year 1 at the appropriate point. This should not replace the teacher's marking of the books. Questions are ticked if correct (children should be taught how to do this neatly) and if incorrect, a dot is used. Again, this is either by the class teacher or the child; however, 'Explore' questions should always be assessed by an adult. A 'VF' code is used when verbal feedback is given and this is often followed by further questions to ensure understanding. A 'blue to do task' could be a correction, extension or a consolidation of work done in the lesson, this should be linked to promoting maths mastery. Each child does not require a daily 'blue to do task'.

Maths Marking Code	
T	Teacher support
TA	TA support
VF	Verbal Feedback
✓✓	Great work
[orange box]	Spelling
[blue box]	An answer or response is required
✓ .	Self-marking (correct/incorrect)

Literacy

Teachers mark using the marking code. Teachers place the code in the margin and this gives the children the opportunity to independently find the error on the line and to make corrections. Children are also given an opportunity to draft and edit their work as part of the writing process. Editing is completed in pencil if there are numerous corrections, or in purple pen for minimal corrections. The use of the purple pen is at the teacher's discretion, based on handwriting skills or the individual needs of the child. Teachers use orange for key spellings and blue for next steps/corrections.

Marking Code:

Sp	**Spelling mistake** Either highlight word in orange, or write **Sp** in margin for children to identify the incorrect spelling and correct error	**Gr**	**Grammar issue** Either highlight in blue the sentence or phrase that has the issue, or write **Gr** in the margin for the child to identify and correct the error.
P	**Punctuation error** Missing or incorrect punctuation. Either highlight the mistake in blue, or write **P** in the margin for child to identify and correct error.	**//**	**New paragraph needed** **//** in the margin to indicate where a new paragraph should begin.
C	**Capital Letter** Capital letter needed or incorrect use of capital letter. Either highlight in blue where the capital letter is missing or misused, or write **C** in the margin for child to identify and correct the error.	✓	Correct, or well done
FS	**Full Stop** FS needed or incorrect use of full stop. Either highlight in blue where the full stop is missing or misused, or write **FS** in the margin for child to identify and correct the error.	✓ ✓	Excellent work, or particularly impressive section
VF	**Verbal Feedback** Immediate, spoken feedback has been given during the lesson	**SE**	**Self-Edited** I have corrected my own errors
PE	**Peer-Edited** My friend has helped me to correct my work	^	**Omitted Word** Place an ^ where a missing word or letter should be inserted.