



Effective Feedback Policy

Agreed: May 2025
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Rationale

At Oakwood Primary School, we seek to show our school values of Kindness, Curiosity and Ambition through all of our practice. The school considers our updated policy to reference each of these values through its consideration of staff workload, pupil outcomes and engagement with research.

Marking and feedback has been a hotly debated topic within education for a number of years now. The EEF (2016) found that teachers spend an average of nine hours marking pupils' work each week. In the same report, it was also noted that there is no specific marking strategy which provides a significant positive effect on pupil outcomes.

In a 2021 report, The EEF noted that studies involving verbal feedback provided slightly higher overall impact on pupil learning – approximately +7 months in academic attainment.

Our updated Effective Feedback Policy seeks to balance the findings of key studies, written reports in educational feedback strategies and the impact that overly burdensome marking has on teacher workload in this critical time of retention and recruitment crises.

Key principles of Effective Feedback

- The sole focus of feedback should be to further children's learning
- Feedback should empower children to take responsibility for improving their own learning; it should not take away from this responsibility by adults doing the hard thinking work for the pupil
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher
- Children should receive feedback either within the lesson itself or in the next appropriate lesson
- The 'next step' is usually the next lesson
- 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
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it
- Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure

Effective Feedback in maths

Maths is a subject in which teachers can provide feedback in a number of ways. Feedback strategies may change as children progress through the school, become more independent and show greater confidence. The following are examples of feedback techniques in maths.

What might be seen in maths books?

For KS1, initially, children's work will be marked in green pen. Successful responses will be marked with a tick whilst incorrect answers will be signified by a dot using green pen. At the teacher's discretion, children will progress to self-assessing their learning using their purple pen and designated 'Check-it' stations. These 'Check-it' stations will be answer sheets that allow the children to assess their own work.

In KS2, children will continue to use 'Check-it' stations to self-assess their own learning each lesson. Children will be directed towards these self-assessment tools after a limited number of questions at the teacher's discretion. Should the 'Check-it' station indicate successful responses, children may be given further learning which extends their understanding. However, incorrect responses will give the children an opportunity to learn from their mistakes or seek further support to address a misconception.

Following a lesson, the teacher will check the pupils' self-assessment. This may lead to further bespoke post-teaching should their misconceptions identified. This should happen at the earliest opportunity after the lesson.

Further feedback strategies in maths

1. Verbal feedback

Much feedback given to pupils throughout the day will be in the form of verbal feedback. This happens through conversations within lesson to address any misconceptions or praise success. This feedback may be given through whole-class discussion, small group work or 1:1 discussion.

2. Teaching the skills of self-checking

Staff at Oakwood have received training in metacognition and self-regulation. This includes teaching children to think deeply about their own learning. By doing this, it is more likely learning will be stored in the long-term memory. Therefore, teachers may model ways to check answers using the visualiser or flipchart. It is expected that children replicate these examples.

For example, pupils may repeat a calculation using their purple pen to check if they get the same answer. Alternatively, children may use the inverse operation to check their answer.

3. Co-created steps to success

Depending on the year group and maturity of the children, teachers and pupils may co-create a step-to success for the concept being learnt in the lesson. These, in effect, create a success criterion for a mathematical action. These checklists may support children in identifying common errors that have been made.

Effective Feedback in English/Writing

English is a subject in which teachers provide feedback in numerous ways. Often teachers provide the most effective feedback in the moment through conversation with pupils. We encourage teachers to 'live mark' within lessons to give children the most instantaneous feedback. However, Oakwood Primary School recognises that the teacher is unable to speak with all pupils individually each lessons. Therefore, further feedback strategies are required to further understanding. The school recognises that the marking of writing, especially as children move into KS2, can be a time-consuming task. Therefore, it is our aim to reduce the burden on teachers whilst maintaining effective feedback for children.

What might be seen in English books?

Oakwood Primary School uses a marking code (Appendix A) within English books from Year 1 to Year 6. Teachers use green highlighter to denote areas where a child has shown good progress to the lesson objective. Teachers will use pink highlighter in line with the marking code to show areas where children need to reconsider their writing. A copy of the marking code will be available for children in order to help them consider how their work may be improved.

Teachers are not expected to write positive comments in children's books. The use of the green highlighter is used to demonstrate areas of strength to the child. Furthermore, teachers are not expected to write next steps at any time due to our curriculum being cyclical and the next lesson being an opportunity to address misconceptions move children's learning forward.

Where teachers have worked with a child within a lesson, this will be signified in the child's book as per the marking code. The teacher is not expected to mark the child's book after the lesson where this has happened as feedback has been given in a verbal manner directly to the child.

Further strategies for feedback in English

1. Verbal feedback

Much of the feedback given in English will be carried out verbally and in the moment. This will be done either through whole class interaction, small group work or 1:1 with adults.

2. Use of redrafting approach to correct writing tasks

Children may be encouraged to redraft sections of their writing to make improvements based on the feedback of the teacher. This would mainly focus on the primary target of the lesson but may include further technical inaccuracies such as spelling errors, punctuation omissions or other transcription errors.

The teacher may also choose to redraft part of the writing in a small group or 1:1 with a child to grant greater focus.

3. Showcasing good writing practice

Teachers may share examples of good writing from their pupils' work using either the visualiser or a typed example. Children may then be encouraged to revisit their writing to compare and make any edits they feel are necessary.

4. Modelling editing

Teachers may use a child's or their own piece of writing to model how to edit effectively. This may form part of a lesson or a separate lesson at the teacher's discretion.

Feedback in Foundation Subjects

Teachers will review work in the same way as the core subjects, assessing children's learning against the objective of the lesson. Methods of feedback will vary dependent on the subject and content of the lessons. Examples of feedback may include whole-class verbal feedback, small group verbal feedback, 1:1 verbal feedback, the use of highlighters to denote areas of strength and development, use of 'sp' to highlight key vocabulary transcription errors or an acknowledgment tick.

There is not expectation for teachers to write comments or next steps within a child's books in any foundation subjects.

Marking and Feedback in the EYFS

In the Early Years Foundation Stage (Acorns), we approach marking and feedback as an essential tool for planning, assessment, evaluation and learning. Much of children's work in this phase of schooling is practical. Therefore, feedback is generally given verbally direct to the children. The children are tracked in their development against the Early Learning Goals. Where necessary, children's work may be annotated or scribed by an adult to record the voice of the child. Further evidence of work is shared through our online platform: Evidence Me.

Monitoring of feedback

Feedback is regularly monitored by subject leaders and senior leaders within school through lesson visits, learning walks, pupil voice and book scrutinies. Any issues are addressed with the teacher directly.

Parent communication

The school will not regularly communicate with parents about the specifics of marking and feedback. Parents will be given three statutory reports about their child's general progress each year. Teachers will not be expected to share their rationale on marking and feedback choices with parents.

Should a parent be concerned that their child has not received feedback in accordance with this policy, they should first discuss this with the child's teacher who should be able to discuss any concerns. If a parent's concern persists, they should refer to the school's complaints policy which can be accessed on our website.

At all times, parent's communication with any member of the school community should be done so in a respectful way.

Appendices

Appendix A: English marking code

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English Marking Code

<p><u>Highlighter</u> Green = successes</p> <p>Pink = areas for development</p>	<p>green for great and pink for think</p> <p>No more than three pink highlights per piece of work. Any highlighting on children's work is in reference to the objective of the lesson.</p>
T	Tense error to be corrected on this line
P	Punctuation error to be corrected on this line
Sp	<p>Spelling mistake on this line Spellings can be given to the child depending on support level required. In older year groups, or where children are able, teachers may not provide the spelling. In this instance, children will locate and correct the spelling independently. Indicate how many times to rewrite the spelling</p> <p>eg 'Sp x 3 people' would indicate that the word 'people' needs to be copied out three times</p>
VF	<p>Verbal feedback given – improvements should be evident after this. The area focus of improvement could be given after the VF</p> <p>eg VF – apostrophe would show that the area for development was correct use of apostrophes.</p>
Adult initial	Initial of the adult at the bottom of the piece of work to be used where an adult has worked with the child in the lesson. This means the work will not be further marked after the lesson.