



Beaupré
COMMUNITY PRIMARY SCHOOL

Feedback Policy

This policy was approved

January 2026

This policy should be reviewed annually

"Together unlocking the potential of every child; inspiring children and changing lives"

Introduction

At Beaupre Community Primary School, we provide regular and accurate feedback to pupils to enable them to identify what they do well and where they need to improve. Assessment is a vital part of the learning and teaching in our school, where marking and feedback are a fundamental element of the assessment process. Marking should inform future planning and assessment, and provide evidence that can be used as a basis for discussion with children, parents and professionals. Effective marking and feedback should increase pupils' attainment and most of all, enable progress.

This policy is written in accordance with the DFE guidance on workload.

Definition of feedback

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies. Feedback should empower children to take responsibility for improving their work; it should not take away from this responsibility by adults doing the hard thinking for the pupil. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Feedback can take the form of spoken or written marking, peer-marking and self-assessment. At Beaupre, we recognise that verbal feedback can be just as valid as written feedback and the school will not necessarily put greater emphasis on written feedback. The quantity of feedback should not be confused with the quality.

Purpose of feedback

Feedback and marking should:

- Focus solely on furthering children's learning and driving pupil progress; it should improve the learner, not just a piece of work.
- Be manageable for teachers and accessible to pupils and relate to the learning intention.
- Give recognition and praise for achievement.
- Give clear strategies for improvement which result in better pupil achievement.
- Allow specific time for pupils to read, reflect and respond to feedback and marking.

Aims of the policy

This policy aims to:

- Provide a consistent stance on feedback throughout the school, so that pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance.
- Use marking as a tool for ongoing formative assessment, ensuring children are effectively challenged and that progress is evident through a dialogue which supports progression.
- Develop positive attitudes to learning and achievement.
- Inform the teacher of children's progress and needs for future planning.
- Support the balance of teacher workload.

Teacher responsibilities

As stated in the Department for Education Teachers' Standards, teachers have the duty to give pupils regular feedback, both verbally and through accurate marking and encourage pupils to respond to the feedback.

Senior Leaders and Governors responsibilities

Senior leaders and governors are responsible for the effective deployment of all resources in school. They should consider the hours the teachers spend on marking and have regard for the work-life balance of their staff. When assessing and reviewing the marking policy, they should use the three principles: "all marking should be meaningful, manageable and motivating" as set out by the DfE's Workload Review Group.

Workload Considerations

The DfE set up a Marking Policy Review Group to consider effective practice in marking, which raises standards for pupils without creating unnecessary workload. The Review Group found that marking, particularly providing extensive written feedback, had evolved into an unhelpful burden for teachers when the time it takes is not repaid in positive impact on pupils' progress. The Review Group stressed that marking is best regarded as one element of a wider approach to feedback and assessment. Its report made clear that it is inappropriate to regard marking as more important or more effective than other forms of feedback or to consider it in isolation from other ways in which pupils' work can be assessed. The report is very clear, any marking practice that does not have the desired impact on pupil outcomes is an unnecessary burden on teachers.

In 2016, the Department for Education published a report, 'Eliminating Unnecessary Workload Around Marking', which described three principles of effective marking:

Meaningful: Marking varies by age, group, subject, and what works best for the pupil and teacher in relation to any particular work. Teachers are encouraged to adjust their approach as necessary and should be trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive – sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the pupils, this can be a disincentive for pupils to accept challenges and take responsibility for improving their work.

Feedback Strategies Used at Beaupre

Live marking: The next step is given 'in the moment'.

Whilst pupils are working, the teacher circulates and provides feedback on their work by asking questions, giving hints or through modelling and scaffolding next steps. Pupils review and correct their work 'in the moment'. Live feedback includes the teacher gathering and responding to feedback from verbal and whiteboard responses. It may involve individuals, small groups or the whole class and may take the form of further support, challenge, or a change of task.

Improvements/corrections should be evident in the child's work.

'Live marking' takes place during the lesson, rather than after. It may be undertaken with individuals during class time or it may take place through modelling to the whole class collectively using methods such as a visualiser, scanning work and displaying it on the interactive whiteboard. This

may save teachers time, although they should ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it. Since teacher and pupil interact during live marking, it is more likely that the pupil is clear about exactly what the feedback means, which is sometimes not the case in distance marking. Teaching assistants should be involved in providing live feedback.

Summary feedback: Mini Plenaries

Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task, rather than at the end where there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria must be clear and challenging, yet achievable. Teachers stop pupils periodically and review the success criteria, model or verbalise their thought process and direct pupils to check their own work. Pupils may review their own work or that of a partner. They may highlight where they have met the learning objective or check against a success criteria checklist. They then have the rest of the lesson to make changes or to ensure they have met the learning objective.

Verbal feedback

Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly-structured, such as whole class feedback (for example, addressing common misconceptions) or a structured one-to-one discussion (conferencing). It can also be instantaneous and spontaneous e.g. quick prompts such as 'you need to add more detail to that answer'. It can be directed to an individual or a specific group with shared learning needs. It can accompany written feedback or it can stand alone. Verbal feedback is not an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it. Teachers should aim to provide feedback which is motivational, yet related directly and specifically to the learning.

Written feedback:

Takes place away from the point of teaching. Provides teachers with opportunities for assessment of understanding. Includes a balance of 'light touch' marking and deeper marking, which will provide more detailed feedback. Being mindful of workload, as teachers are not expected to mark every single piece of work deeply. Instead, at the end of the day, teachers will look through each book, identifying common misconceptions and errors in basic skills. They will identify those who didn't grasp the concept, those who showed good understanding, and those who did particularly well. As they look through the books, teachers may tick to acknowledge the work has been seen and may tick against the success criteria. This avoids the need for teachers to provide extensive written comments. Instead, the feedback is given as 'whole class' feedback (or small group/individual feedback) at the start of the next lesson. In this way, time that would be spent on marking each piece of work extensively is better used planning the next lesson. Deeper marking, through written comments should be used where meaningful guidance can be offered which has not been possible to provide during the lesson itself. In the case of groups of pupils having common needs, it may be appropriate for teacher to adjust planning or grouping rather than providing a written comment in each individual book.

Crucially, if written feedback has been given, pupils should be provided with the opportunity to respond to the feedback as soon as possible.

Marking by Other staff

Where work is led by staff other than the class teacher, e.g. TAs, they are expected to carry out some marking and feedback, particularly if they have led a guided group. Supply teachers are expected to mark all work and their marking should be reviewed by the class teacher.

Marking Colour Codes

- Green - teacher
- Purple - teaching assistant
- Pink - supply teacher (unless long term supply)/teaching students/volunteers

Presentation Non-Negotiables

Non-negotiable expectations for presentation for most children in Key Stage 2 may be verbally fed back or corrected as additional marking. They are as follows:

- Most lowercase handwriting is joined, using the school's cursive handwriting scheme (Please refer to the handwriting guidelines)
- Use of rulers for all underlining including dates/ titles
- All work has date/L.O./knowledge note (stuck in)
- Consistent use of basic punctuation, e.g. capital letters and full stops
- Writing from the margin, to the end of the page
- A line will be left to indicate a new paragraph or a new line started
- Drawings/ diagrams in pencil
- One digit per square and place value columns for written calculations in maths
- Underlining drawn by using rulers

Self and Peer Assessment

Pupils should be involved in the assessment process. We expect pupils to take ownership of their learning and have opportunities to reflect on their success through peer and self-assessment.

- Teachers will share learning intentions with pupils in all lessons.
- Teachers will clarify and share success criteria for pupils to self or peer assess against as appropriate (e.g. through modelling, checklists, exemplars etc). Where appropriate, pupils can be involved in co-creating the success criteria.
- Teachers should encourage pupils to see themselves as the 'first markers', and audience for their learning. Pupils should be encouraged to identify their OWN mistakes and to check and improve their work individually or with the help of a peer before the work is responded to by a teacher.
- Teachers must plan for feedback to take place and should include a range of review types including peer and self-assessment. If pupils can identify and correct minor slips and errors in advance of the teacher marking their work, then teacher workload can be more tightly focused on how to improve their work, addressing misconceptions, and planning follow-on lessons. Pupils can be encouraged to self/peer-mark their own work - for example, the answers to maths problems could be provided so that children can mark their own work within the lesson before progressing to the next task. In this way, children receive immediate feedback on how well they are doing.

Marking Guidance

Prior to the teacher marking any written work, it is important that pupils have been given the opportunity to 'find and fix' their own errors (spelling and punctuation) and to edit and re-draft their own work. The process of proof-reading and editing writing will need to be carefully modelled to pupils first.

- Pupils should edit their work in editing pens, teachers should mark in green.
- Teachers and pupils may highlight where pupils have met success criteria in their writing (just a few examples is enough)
- They should use the following codes to feedback on a piece of writing:

SP – check spelling – spelling corrections can be provided for children's personal spelling dictionaries

CL – check capital letters

P – check punctuation

// - new paragraph needed

** - identifies a place in the writing which could be improved and a developmental comment is provided*

Arrow – Moving on comment to address misconceptions and provide further challenge

- To support teacher workload, for more extended pieces of writing, the teacher may section off smaller chunks and focus their developmental comments on this section.

Pupils should be provided with opportunities to respond to written feedback as soon as possible and respond in a different coloured pen.

Marking should be more directive at the start of an academic year and gradually reduced to foster independence at the end of an academic year

Maths

Tick - indicates correct answer

C - indicates an error

Arrow - pupil needs to go back and check

Arrow – Moving on comment to address misconceptions and provide further challenge

- Where misconceptions are evident, teachers may need to provide comments which provide a model or scaffold to support the child to arrive at the correct answer.
- Pupils should be provided with opportunities to respond to written feedback as soon as possible.
- Short verbal or written feedback comments could be provided to extend children further- for example: 'Prove it', 'Explain how you know', 'Draw it', 'Show it in another way'. These short extension comments could be provided during live feedback or as part of distance marking.

Children should respond in a different coloured pen.

Maximising the effectiveness of feedback

Teachers should be resourceful and flexible with the structure of lessons to 'carve' out opportunities for feedback to take place and be responded to. There should be a shift away from the traditional three-part lesson and lessons should instead be more flexible and 'fluid' in design. Examples of how feedback can be built into the day include:

- A 'soft' start to the school day e.g groups/individuals/whole class respond to feedback at the beginning of the day, before a lesson officially begins.
- Time is planned into the start of a lesson for feedback to be given or responded to e.g. misconceptions from the previous lesson are addressed or examples of good work from the previous lesson are shared.
- Lesson begins with the whole class giving feedback on a model piece of writing displayed on the interactive whiteboard.
- Use of whiteboards throughout the lesson so children can share answers and teacher can give immediate feedback.
- Mid-lesson plenaries
- Time built into lessons for self-assessment - for example, self-marking, checking writing against success criteria checklists.
- Lessons designated for proof-reading and editing Writing on a regular basis. With this skill being explicitly modelled by the class teacher