



Feedback Policy September 2025

1 Introduction

At Woodside regular feedback plays a central role in securing children's learning, supporting them to know how to deepen their knowledge and understanding or improve their performance, in order to make progress. Feedback must provide motivation to apply effort alongside specifics of the strategies they need to employ. We believe that feedback should be **meaningful, manageable and motivating**.

2 Aims and objectives

It is important to recognise that, for feedback to be effective, it needs to be understood and acknowledged and to be actionable so that children can use it to secure improvements in their knowledge and performance in the moment or at a later time. Feedback is an integral part of the assessment process and should also provide feedback to the children on their success. Feedback varies by age group, subject, and in accordance with the nature of the particular piece of work. Teachers adjust their approach in line with these factors and incorporate the outcomes into subsequent planning and teaching.

3 Learning Objectives/Aims

- 3.1 As part of planning effective lessons, the teacher must decide on clear learning objectives which are not only related to the curriculum but also to the prior attainment and experience of the pupils. Linked to this, the teacher should have a clear idea of the expected outcomes for groups and individuals which should be within the extended grasp of the pupils.
- 3.2 The **Aim** for the lesson may be written or typed (this is preferable as it may maximise learning time) at the start of the work by the child or by the teacher/assistant in the case of younger children, so that feedback during or at the end of the lesson, refers to this. This objective/aim should be written in the form of an **'I can...'** statement, be knowledge or skills based and linked to Development Matters or the National Curriculum.
- 3.3 A central feature of effective instructional teaching is for teachers to walk through a learning process themselves, showing children how to do things, highlighting key procedures and the thinking that underpins them. The metacognitive aspect of modelling is important – making implicit decision making explicit – as well as providing examples of completed work that serve as scaffolds for children to base their work on in the initial stages. Through this, children will know what successfully achieving learning objective/aim looks like.
- 3.4 In line with the Write Stuff Approach, only independent pieces of writing will have a 'Success Criteria'. The success criteria will incorporate features the children have been working on in sentence stacking lessons preceding the independent writing piece, and formulated with them. Pupils and staff will use these to assess the features they have managed to incorporate within their work.

4 Types of Feedback

Work is assessed, and feedback is provided in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one conferencing during/after a lesson
- Whole class feedback
- Self- and peer-assessment
- Distance written feedback after a lesson

4.1 Live Feedback within a Lesson:

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected, and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan and prepare for the next step in learning within the learning sequence.
- Live marking can be written or verbal
- Where **verbal feedback** has been given, this is recorded in children's books, either by the adult (for example, the marking key will be used by the class teacher or teaching assistant - VF: finger spaces) or by the child (VF: use conjunctions – and, but, so) – Appendix 1

4.2 Small-Group and One-To-One Conferencing During/After a Lesson:

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as live **verbal feedback** (see above). This may take place immediately after the lesson as part of an intervention group or at the start of the following lesson. It may also take place during a lesson, if regrouping with teacher/teaching assistant intervention is required for children to make progress.

4.3 Whole Class Feedback:

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking/modelling using a piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work (using a visualiser) with the same title and discuss their differences (*Selected work will be anonymised and chosen carefully considering pupil's individual needs/self-esteem*).

4.4 Self Marking:

- Children mark and edit their own work in **purple** pen and have opportunities to correct as they go along.
- When work is self-marked, teachers will look at books to check for accuracy and plan next steps for individuals and groups of children.

4.5 Distance Written Feedback After a Lesson:

- When immediate feedback cannot be given, work is assessed prior to the next lesson to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

- Stickers can be used to support written feedback to motivate children through positive praise, developing self-efficacy.
- Pink highlighter is used to indicate an error that pupils must correct, or to draw attention to a gap task that addresses the specific learning need identified
- Written comments should be legible, modelling high expectations of the school's handwriting scheme, and written in appropriate language that is grammatically correct to enable the pupil to understand and respond to what is required. They should be positive and constructive and indicate what the next step is for the child. It should be framed as an instruction to action and prompt effort from the child. Repetitive comments should not be evident as this indicates that children are not making progress.

4.6 Feedback in writing

Feedback may be in the form of a verbal or written response provided by teachers. Feedback must be responsive and maximise impact to move learning forward.

The guidance in this policy on feedback in English is supported by Jane Considine's 'The Write Stuff' approach. When providing feedback in books, attention to detail must be given, addressing misconceptions on any of the following areas:

- year group grammar expectations
- year group common exception and high frequency words, including those taught in previous year groups
- handwriting on the practice patch (if used as your approach to handwriting)
- areas that do not meet year group expectations in line with the year group writing assessment framework/Teacher Assessment Frameworks at the end of Key Stage 1/2

Opportunities for the above must be facilitated by the teacher and can be done in the following ways:

- verbal feedback
- polishing
- gap tasks
- editing

These should be indicated using the symbols indicated in the marking key include in this policy.

Sentence Stacking

In Years 1-6, feedback in sentence stacking lessons is both verbal and written. Children can receive verbal feedback in all 3 parts of the lesson – during the initiate, model and enable. Every child works in a guided group with the class teacher once a week – the purpose of this is to explicitly model and give feedback on a specific writing skill. Teachers may choose to regroup children based on a common need to form the group they will be working with. Teachers mark efficiently when giving written feedback, using the school's marking key as outlined in the feedback policy. Children will receive developmental marking in the form of a gap task in line with feedback policy.

Extended independent writing

In Years 1 – 6, every child receives feedback. Feedback is in the form of editing challenges. This is detailed in the table below and differs based on the age and ability of the children. The writing sequence means that children will write an extended independent piece of writing at least every 2 – 3 weeks. Every child will receive feedback linked to three distinct areas of editing. Teachers must model how to edit a piece of writing in each area at the start of an editing lesson. Editing should also be modelled during sentence stacking lessons, with the teacher narrating their thinking so they can associate editing with what great writers do.

EYFS Literacy Writing Books

- Verbal feedback is the primary form of marking in EYFS.
- Feedback is immediate, in the moment and will show progress within the lesson either in the child's on going writing or via a next step.
- Feedback might include:
 - To trace over a yellow letter to correct a formation error.
 - To correct a tricky word spelling by finding it on the word wall and either reading it or copying the spelling into the book.
 - To find and write the digraph correctly if an error in letter order, e.g. rian > rain.
 - To read back an incorrect phonetically spelt word and identify the missing sound, e.g. foat > float.
 - To add a full stop to the sentence.
 - To use finger spaces.
 - To form tall letters at the brave monkey branch.
- Note that all feedback should be appropriate to the phonic sound or skill that children are working at, this includes the spelling of tricky words and the formation of letters. For example, staff should not mark against
 - The incorrect spelling of *said* if children have not learnt this word
 - The incorrect formation of *b* if children have not learnt this formation/letter
 - The incorrect spelling of *or* if children have not learnt this digraph.

Edit 1 Revise (E1)	Edit 2 Rewrite (E2)	Edit 3 Reimagined (E3)
KS1		
LKS2	LKS2	
UKS2	UKS2	UKS2
Little – Word Level	Big – Sentence Level	More – Paragraph Level
Children polish using a polishing pen.	Children rewrite a sentence underneath their work.	Children add detail over their writing using an editing flap (This is an extra piece of paper that is stuck onto their writing, covering the original sentence(s) so that it/they can still be seen)
<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> • spelling • punctuation • grammar • missed or additional words <p>The teacher indicates, in line with the code E1, the focus of the revising. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> • <i>E1 high frequency words were was are = 3</i> (The child knows that three high frequency words are misspelt) • <i>E1 capital letters = 5</i> (The child knows that there are 5 inaccurate or missing capital letters) • <i>E1 verb tense = 4</i> (The child knows that 4 verb tenses are inaccurate) <p>The teacher may choose to write E1 where the errors occur in the writing, depending on the age of the child and their ability to successfully edit without this specific guidance in place.</p> <p>The children then go through their writing and identify and correct these errors on their writing. Spelling errors must be polished in the margin. Where spelling errors reoccur, children are asked to use a spelling strategy (in line with the school's spelling approach) underneath their writing, in order to practise the spelling.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> • coherency – sentences that do not make sense <p>The teacher indicates, in line with the code E2, the focus of the rewriting. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> • <i>E2 missing words = 3</i> (The child knows that there are 3 missing words in the sentence) • <i>E2 inaccurate conjunctions = 1</i> (The child knows that 1 conjunction in the sentence is inaccurate) • <i>E2 missing clause = 1</i> (The child knows that there is 1 missing clause in the sentence) <p>Teachers put a * at the beginning and end of the sentence that they want the child to rewrite. The child rewrites their sentence underneath their writing.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> • paragraphs requiring more detail • when a writer wants to add more sentences to develop an idea further <p>The teacher indicates, in line with the code E3, the focus of the reimagining linked to the writing lenses. Teachers could write <i>one</i> of the following underneath independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> • <i>E3 sight sentence= 2</i> (The child knows that they need to reimagine to insert 2 more sight sentences) • <i>E3 complex sentence = 3</i> (The child knows that they need to reimagine to insert 3 more complex sentences) • <i>E3 personification = 2</i> (The child knows that they need to reimagine to insert 2 personification sentences) <p>Teachers put a ^ at the end of the paragraph they want the child to add more detail to. The child will then use a flap stuck over that paragraph to add more detail to that paragraph.</p>

In addition to this, in Key Stage One, teachers may feel that a child is ready for E2 (Edit 2 Rewrite) to be introduced to them.

4.7 Ticks or Dots should be used to mark work where a definitive correct/incorrect answer has been provided. If there are a significant number of incorrect answers (for example in maths), do not mark each one with a dot as this may be very demotivating. Write a comment acknowledging the child's efforts in this area and address in the next lesson with the child individually or in the moment as verbal feedback/gap task.

4.8 Gap Tasks should be used where necessary to further extend the pupils learning, to close any gaps or rectify misconceptions. This enables teaching staff to make an immediate judgement of a pupil's understanding of the feedback they have received, and actions they have taken to improve their work.

5 Expectations of Feedback

A range of written and verbal feedback must be varied throughout the unit of work that is most appropriate to move the learning forward. Expectations of proficient and exemplary feedback is defined in the Hales Valley Trust Teacher Skills Builder.

Pupils should be given time during the next lesson to take note of corrections and read and respond to distance written feedback (gap task and marking key annotations). They should also be given an opportunity to reflect on the comments and ask questions if they are unsure what is required. It is not always necessary for pupils to write out corrections underneath the marked work, but rather an opportunity should be provided in the next piece of work for the pupil to improve or edit their work when there is a meaningful context.

5.1 Teaching Walkthrus Used to Support Effective Feedback to Children

The following Teaching Walkthrus can be used as strategies by teachers to ensure that feedback has the maximum impact on learning.



6 Annotations of feedback

Annotations of feedback should be consistent to avoid confusion when pupils progress through the school. Appendix 1 sets out an agreed set of annotations for feedback. These are on display in the classroom, displayed on the classroom wall or available on the tables to remind pupils what they mean.

6.1 Any written feedback by the adult, should be in **green** ball point pen in order to contrast in colour to that used by the pupils, which is **purple** ball point pen.

- 6.2 Correction of spellings (**Sp**) should be restricted to two or three and be related to the spelling ability of the pupil, spelling rules or letter families currently being taught, common exception words or technical vocabulary which has been made explicit during the lesson.
- 6.3 Correction of errors in punctuation (**P**) should be restricted to one or two (or to a single paragraph or section where this is a significant issue), related to the ability of the pupil.
- 6.4 Correction of errors in grammar should be restricted to one or two (or to a single paragraph or section where this is a significant issue), related to the ability of the pupil. This addressed through a gap task (**GT**) as an instruction, with modelling where necessary.
- 6.5 If a member of staff other than the class or set teacher marks the work then this should be initialled in order to indicate a change in teaching staff. Initials will also be used where more than one teacher is responsible for a class.

EYFS Tapestry

Tapestry is the online platform used to provide feedback in the EYFS.

- 7.1 Staff will respond to observations/questions weekdays within the school day.
- 7.2 Staff will respond to home learning with a **specific** praise comment about effort e.g. *"You have made excellent progress with your letter 's', I like that it is sat on the line."* Not generic praise i.e. That's great!
- 7.3 Staff will respond to parental observations via the like button and/or with a comment – this should be balanced across children and uploads. For example, *"Seeing the tigers at the zoo looks like fun."* *"If your child would like to bring this certificate to school, we can share it in class."*

8 The Role of the Parent/Carer

Parents will be made aware of the way the school assesses and marks pupil's work via the school website. Parents may gain information about the progress of their child from annotations and comments written on their child's work by the teacher. Parents should play an active role in helping their child to achieve targets indicated. This should be discussed with the child and, if necessary, the teacher. Targets are shared via parent/carers consultations and pupil planners.

Appendix 1

Annotations for marking, self and peer assessment

<p>_____</p> <p>or</p> <p>sp</p>	<p>EYFS and Year 1 - Spelling mistake underlined and correction written where necessary to inform child of learning point</p> <p>Year 2 - Spelling mistake underlined and correction written by the pupil.</p> <p>KS2 - Spelling mistake identified in the margin (sp), pupils to identify and correct word independently</p> <p><i>Spellings will be limited to 2/3 per piece of work</i></p> <p><i>Some spellings may be written at teacher's discretion.</i></p>		
C	Capital letter	VF	We had a conversation with you about your work.
^	Missing letter or word	GT	Gap task
//	New paragraph	✓	Correct answer
P	Punctuation	•	Incorrect answer
(F)	<p>EYFS - Finger space</p> <p>KS1 and KS2 – Spacing between words should be the same size as two letters, for example 'ae' as an appropriate spacing between words. Address through gap task:</p> <p>GT - Spacing</p>		<p>! Pupil supported with the learning within the task</p> <p>!:* Pupil supported within a group (ratio depends on number in group) e.g. group of five 1:5</p>
HP	House Point		
Pink highlighter	Error to correct or linked to a gap task		