



SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

FEEDBACK POLICY

Approved by	
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Introduction

This policy outlines the principles and practices of marking and feedback at Shap Endowed C of E Primary School. It is underpinned by educational research, including the work of Dylan William, and aligns with the UK Teachers' Standards. Effective feedback is central to our Christian vision, supporting every child to 'soar' from their unique starting point.

Feedback at our school is designed to:

- Accelerate pupil progress
- Promote reflective, independent learning
- Support teacher assessment and planning
- Encourage a collaborative approach to learning between teacher and pupil

Aims of the Policy



- To support all children in achieving their full potential – to 'Soar!'
- To establish consistent, research-informed feedback procedures across the school
- To promote purposeful, timely, and actionable feedback
- To enable pupils to reflect, respond, and take ownership of their learning
- To inform future teaching, planning, and assessment

Purpose of Feedback

Feedback is used to:

- Provide clear, age-appropriate responses to children's progress against lesson objectives
- Help pupils understand what they have achieved and identify their next steps
- Support teachers in identifying misconceptions and planning responsive teaching

Types of Feedback

- **Immediate Feedback** – Given during a lesson to address misconceptions or extend thinking; may be verbal, gestural, or live-marked
- **Summary Feedback** – Occurs at the end of a lesson to consolidate learning; may involve whole-class discussions, verbal notes, or written summary points
- **Distance Feedback** – Provided after a lesson through written comments, highlighting, or feedback grids; used to inform planning and promote independent improvement

Principles of Effective Feedback

Effective feedback should:

- Prioritise **verbal feedback** as the most impactful form
- Be **timely, purposeful, and specific**
- Support children to **edit, reflect and improve**
- Be **manageable for staff** and **meaningful to pupils**
- Promote **self and peer assessment**

General Feedback Guidelines

- **Verbal/live feedback** is prioritised across all lessons
- Feedback may be given to individuals, groups, or the whole class
- Effort is acknowledged as part of all feedback
- Written feedback may include highlighting, symbols, or concise comments
- Staff use **green pens** for ticks or positive comments and **orange pens** to 'dot' indicate areas for improvement
- **Red pens** may be used if work falls significantly below expected standards
- Children respond to feedback using **purple pens**
- Success criteria grids are used across year groups to support understanding of learning steps
- Peer assessment is encouraged in most lessons to deepen understanding

Feedback in EYFS and Key Stage 1

- Verbal feedback is the primary method in EYFS and KS1
- Marking and observations link directly to *Development Matters* and the *EYFS Framework (2021)*
- The '**1 star and 1 wish**' format is used to identify achievement and next steps
- Staff may annotate children's work using EYFS codes (e.g. **L:W R** – Literacy: Writing, Reception)
- Progress is tracked using indicators:
 - **On Track**
 - **Requires Additional Support**
- In KS1, **learning intention grids** use 'All / Most / Some' to show progression
- In Year 2, **whole-class feedback grids** are introduced to prepare for KS2

Feedback in Key Stage 2

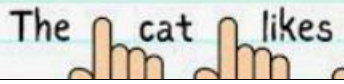
- Verbal feedback remains the priority
- Teachers use **whole-class feedback grids** regularly in core subjects
- Feedback highlights strengths, common errors, and next steps
- Pupils are given **reflection time** to edit their work using purple pens
- Key feedback **symbols and codes** support self-correction and deeper learning

Appendix 1: Feedback Symbols for Key Stage One

Sounding out to spell.



Gaps between words.



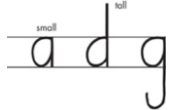
Full stops to end sentences.



A capital letter to begin every sentence.



Tall, small and fall guy letters.



Careful spelling.

Common Exception Words Mat

Conjunctions to join clauses.



Question mark to end some sentences.



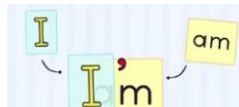
Exclamation mark to end some sentences.




Joined handwriting.

the big dog

Words in their contracted form.



Appendix 2: Feedback Symbols for Key Stage Two

 Feedback Symbols for Writing KS2	
Symbol	What it means...
CL	Insert a missing capital letter
FS	Insert a missing full stop
Sp	There is a spelling error to be fixed
P	Fix missing punctuation
HW	Your handwriting should be neater
T	Fix the tense (runned – ran)
<u> </u> ?	The meaning is unclear and this section needs to be re-written
//	Start a new paragraph
^	There is a missing word
*	Improve your vocabulary choice

Appendix 3: Whole Class Feedback Grid



Whole Class Feedback Grid

Subject:	Success Criteria: ✓ ✓ ✓	
Needs further support:	High achievers:	Observations and Reflections:
Misconceptions Noticed:	Presentation Issues:	