



Introduction

Teachers use a range of formative and summative assessment approaches to inform their planning and teaching, and providing pupils with feedback about their progress and achievement is an important part of this teaching and learning cycle. This policy details the feedback approaches used by teachers and teaching assistants at Isbourne Valley School in order to help all pupils make progress in their learning.

Aims of feedback

Assessing children's working and providing feedback achieves the following aims:

- It provides accurate assessment information to teachers to inform future planning at an individual, group and whole class level; it helps to identify strengths and areas for development, as well as widespread misconceptions that must be challenged and corrected.
- It acknowledges the children's efforts and successes.
- It informs children of their progress and helps them to identify their next steps in learning.
- It helps teachers to evaluate the effectiveness of their teaching approaches.

Different forms of feedback

At Isbourne Valley School, we recognise the value of providing feedback in a range of different forms – including verbal, written, electronic and peer-to-peer approaches – and that the form used will be determined by factors such as the nature of the task, the age of the child or where the lesson sits within a longer teaching sequence. Teachers provide feedback both during and after lessons, and this assessment for learning information is used to inform future planning. Feedback is not always written and we recognise that instant, verbal feedback can be the most effective to improve learning.

Feedback is targeted differently: individually; to groups who have worked on the same task or who have been identified as sharing the same misconception; or to the whole class in terms of their strengths and/or areas for development which will then be worked on during future lessons.

Stickers, stamps and/or house points can be used to motivate and denote recognition of effort, application and achievement.

All adults within the classroom are involved in the feedback process. To aid the assessment process, if a teacher or TA has worked to further support a child during a lesson then this is indicated on the child's work using a stamper.

Children are also involved in assessing their own work reviewing and editing. They are also involved in assessing the work of their peers.

Written feedback

In line with research¹ and with widespread practice, written feedback "should serve a single purpose – to advance pupil progress and outcomes" and must also be **meaningful**, **manageable** and **motivating**.

¹ Education Endowment Foundation, Teacher Feedback to Improve Pupil Learning Guidance Report
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

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

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback.

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 their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

The following principles apply across the school:

- Every lesson has clearly identified learning objectives which is used as a reference point for feedback using a traffic light system.
- Highlighting the learning objective in green means 'objective achieved'; orange highlighting means 'partially achieved'. If a child has misunderstood the objective, it is left blank and this is followed up by the teacher or TA.

Teachers use feedback codes as detailed in the table below. Depending on the piece of work, more detailed written feedback may also be given; this will vary by subject, age of child and type of work, and will not appear on every piece of work. Teachers provide written feedback in green pen as this stands out from handwriting pen and pencil. Children are then given time to read and respond to this feedback using purple pen.

Symbol	Meaning
	Objective achieved.
LO	
LO	Objective partially achieved.
LO	Objective not met yet
→	Next step – this is used at the bottom of the work next to the written comment and can also be used in the pupil's work to indicate the area of work to which the teacher's comment relates.
Sp.	Spelling correction needed (see additional guidance further down the policy).
VF	Verbal feedback given.
P	Punctuation error.
FS	Full stop error.
CL	Capital letter error.

H-	Handwriting has declined since previous work.
H	Handwriting has stayed at consistent level with previous work.
H+	Handwriting has improved since previous work.
^	Missing word(s).
//	New paragraph needed.
✓	Correct answer.
.	Incorrect answer – may need to be corrected by pupil.

Proof-Reading & Editing

Key Stage 1

In line with the national curriculum, misspellings of words that pupils have been taught to spell should be corrected by the child, most likely with some teacher prompting, but where possible by the end of Year 2 through the proofreading process. The number of corrections will depend on the length of the work, age of the child and teacher's professional judgement. Other misspelt words should feed into assessment information for future planning.

Key Stage 2

By the end of lower KS2, children who are working at ARE should be encouraged to proofread themselves and spot errors in spelling rules they have already been taught and secured, along with high frequency words and those on the statutory word list of the national curriculum. Children for whom spelling is more difficult will continue to have errors identified in their work by a teacher or TA; correcting these spellings should be through a combined approach of applying knowledge of phonics, spelling rules and use of classroom resources.

Monitoring of feedback policy

The Headteacher and subject leaders will be responsible for monitoring this policy through classroom observation, book scrutiny and pupil conferencing. As mentioned above, written feedback is not given on every piece of work – it is targeted where it has most impact – but it will be clear from looking at a pupil's book if feedback is being used effectively as progress will be shown over time.

Monitoring will consist of the following:

- classroom observation focused on use of feedback that is linked to clear learning objectives and success criteria;
- evidence of teachers using feedback codes consistently in children's written work;
- evidence of written feedback in children's books that indicates success, errors and next steps for improvement;
- evidence of pupils correcting their spelling errors in response to feedback; and
- discussion with pupils to monitor their understanding of feedback.

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Next review Summer Term 2028

