



Feedback Policy

Purpose of success and improvement feedback and marking

Feedback in our school is undertaken for the following reasons:

- ☺ To provide the class teacher with diagnostic information about the strengths and weaknesses of pupils.
- ☺ To inform for teacher's planning.
- ☺ To provide feedback to pupils about their strengths and weaknesses, and to set targets for future improvements, promoting active involvement of pupils in their own learning.
- ☺ To celebrate achievements and motivate pupils in their work.

Feedback will relate directly to the objective and success criteria set out at the beginning of the lesson.

Process of Feedback

Staff will use their professional judgement as to whether a piece of work requires 'live' marking (during lesson) or a more detailed focussed mark.

If a teacher has given oral feedback to a child, then a speech bubble will appear on the work, with the staff's initials underneath or within to show who gave the feedback.

Any focussed marking will take the form of WOW and NOW and be based upon the learning objective and skills for that session.

It is the responsibility of the whole staff to ensure the child has sufficient time to respond to the next steps / corrections given.

The WOW (**blue ink**) will indicate what the child has achieved and done well.

The NOW (**pink ink**) will indicate the next steps / corrections for the child.

Responses for KS2 children will be done in **green** pen and if needed for KS1 children will respond in **pencil**.

All marking

The children's work will be acknowledged by staff to show it has been completed and satisfactory.

All staff will mark using agreed codes accurately.

KS2 – Working English books will be marked using WOW / NOW and the KS2 Ultimate English book will be marked to highlight their achievements.

Children will be made aware of how they can be successful within the learning at the beginning and throughout the lesson as part of the teacher input.

*From Year 1 children will be expected to complete and or comment on the suggestions given. There will be opportunities for children to look at a piece of work and partner mark (or done as a guided group) using the success criteria set. When peer or self-assessing the children in KS2 will mark in **green** pen and children in KS1 will use **pencil**. In peer assessments there will be an indication placed with the assessment as to who has assessed the work (marking child's initials).*

Improvement prompts will be used in marking for different abilities to enable all children to succeed in improving their work and could take the form of:

Extension prompt: Write more about James' character.

Scaffolded prompt: What type of boy is James – good, bad, shy, kind?

Finish this sentence: For instance, he ...

Describe what James would do if he heard unkind words about a friend.

Example prompt: Choose one of these or own to describe James' character.

James was kind, likeable boy with a great sense of humour.

James was easily bored and liked lots of attention.

Corrections

The extent to which pieces of work are corrected for spelling, punctuation and grammar will be determined by the ability of the child and the success criteria for the task. Errors in spelling / punctuation and grammar will be identified using the agreed code – see Appendix 1, for the child to correct.

Motivation

Motivational rewards will be used when appropriate ie stickers, house points, smiley faces.

Each week, we will hold a celebration assembly where children get recognised for good work / efforts during the week.

This policy was developed by staff and ratified by the Curriculum Committee – December 2025.

This policy will be reviewed on an annual basis.

Appendix 1 – Marking code – to displayed in all classrooms

Content prompts



correct



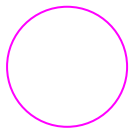
Or



or



incorrect answer



missing / incorrect punctuation



or

sp

spelling mistake



Start a new paragraph

Abbreviations

LC – Learning Challenge



Verbal feedback

(I) – independent work

(S) – supported work