



# Feedback Policy

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Green pen - self-marking (teacher directed only).

Purple pen - independent self-corrections (ie. spellings, second attempts across the curriculum) - the change of pen avoids children changing answers post-marking.

Purple peer-assessment pens are now discontinued.

The only peer marking required is DT and Art - see the new guidance below.

#### Assessment and feedback for **all lessons**

- The best form of feedback is live and verbal.
- If more support was given than the planned/provided scaffold, use a circled 'S': s in books next to the supported area (this could be the whole objective or just one element/question).
- Highlight LO to identify if the objective has been met in each lesson or not (traffic light system).
- If LO is highlighted pink or amber for any child, misconceptions should be revisited (ideally in that lesson).
- Use your judgement to identify an appropriate number of subject-specific spellings to be highlighted for foundation subjects, maths and science. Identify with a squiggly, pink-highlighted line.

Teacher-corrected in Y1/2/3 (in margin or above word)

Student-corrected in Y4/5/6 (in margin or above word)

This is different for English (see below).

- Record class discussions on teaching slides for all subjects but particularly RE, Wellbeing and other subjects where practical activities are used to achieve the objectives.
- Picture and video evidence from lessons should be uploaded to the [Curriculum Drive](#) using chrome tabs.

#### Additional guidance (subject specific)

##### Art and DT

- Final outcome should have an assessment grid to identify whether pupils have applied the taught skills.
- Assessment grid should be skills-based targets.

Y1/2: self-tick

Y3/4: self (green) and peer (in pencil)

Y5/6 self-assessment: written comment supported by verbal peer feedback.

##### Science

- 'Basic Advanced Deep' grids are only required for practical lessons where no evidence is recorded in books.

##### MFL

- Verbal samples from a range of pupils stored in [Curriculum Drive](#).
- Front sheets for each unit show the objectives for each unit (remove the tick columns moving forward)

## Writing

- Child-generated toolkit to develop understanding of genres. As shared in development groups.
- No checklists in books during final written pieces
- During the journey and drafting process, highlight successes (in green) and areas for development (in pink with teacher written feedback to support the development process).
- For the final draft, focus more on celebrating key successes (in green).
- Spellings - identify no more than 10 incorrect spellings. Use teacher judgement as to the most appropriate words to select for each particularly child on their individual learning journey.
  - ❖ Y1/2/3 - Teacher corrects spelling and then chooses no more than 4 spellings and children rewrite each twice underneath the draft.
  - ❖ Y4/5/6 - Teacher highlights the spellings and children correct the spelling above the word or in the margin. (Y1/2/3 guidance may apply depending on the child) Maths
- If additional concrete resources are required, Teacher to use a circled 'E' next to the question (or LO if necessary).
- During End of Unit Assessments, if required, Teacher to work with a smaller group as a guided session for identified pupils as an intervention. Avoiding wasting children's time.
- Red books to be used for 'gap-tasking' - If LOs are Amber/red for the majority, an additional lesson to be included to support the journey away from the rigidity of the WR scheme.

## EYFS - Feedback

EYFS will follow the above where appropriate for the age and developmental stage of the children. Verbal feedback is given through quality interactions whilst working with and observing children. Immediate feedback will be more effective and can be done both in formal and informal learning.

## Electronic Evidence (for all subjects)

Where evidence is not in books, it should be saved on the shared area of Google Drive in the allocated folders within the [Curriculum Drive](#).