



Feedback Policy 2026

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Approved by: The Governing Body

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Stanley Crook Primary School is committed to improving outcomes for all pupils

Statement of Intent

At Stanley Crook Primary School, we are committed to ensuring that high-quality feedback contributes positively to pupils' learning, progress, wellbeing and achievement. Effective feedback is an integral part of excellent teaching and helps pupils understand what they have achieved, what they need to improve and how they can take the next steps in their learning.

This policy has been developed with reference to the Education Endowment Foundation (EEF) guidance *Teacher Feedback to Improve Pupil Learning* and reflects current national guidance regarding teacher workload, assessment and effective classroom practice.

The policy promotes a manageable, meaningful, purposeful and motivating approach to feedback which prioritises pupil learning and progress whilst supporting staff wellbeing.

Aims

At Stanley Crook Primary School, feedback is used to:

- Improve learning and progress.
 - Build pupils' confidence, self-esteem and wellbeing.
 - Celebrate success and recognise achievement.
 - Address misconceptions quickly and effectively.
 - Develop pupils' independence and responsibility for learning.
 - Support self-assessment and peer assessment skills.
 - Inform future teaching and planning.
 - Promote resilience, perseverance and a growth mindset.
 - Ensure all pupils are appropriately challenged and supported.
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Principles of Effective Feedback

Effective feedback should:

- Focus on improving learning.
- Be timely and purposeful.
- Be specific, accurate and clear.
- Be accessible to pupils and appropriate to their age and stage of development.
- Encourage reflection and further effort.
- Identify strengths as well as areas for improvement.
- Support pupils to become increasingly independent learners.
- Be manageable and sustainable for staff.

Feedback does not require extensive written marking in order to be effective. The most effective feedback often takes place through high-quality interactions during learning.

Teachers will use professional judgement to determine the most appropriate form of feedback based on the learning, the needs of pupils and the intended impact.

Equality, Inclusion and Accessibility

In accordance with the Equality Act 2010, the SEND Code of Practice and the school's Equality, Accessibility and SEND policies, feedback will be inclusive and accessible for all pupils.

Staff will:

- Adapt feedback to meet the needs of individual learners.
- Use verbal, visual and practical feedback where appropriate.
- Provide appropriate scaffolds and support for pupils with SEND.
- Ensure feedback is accessible for pupils with English as an Additional Language (EAL).
- Provide suitable challenge for higher-attaining pupils.
- Make reasonable adjustments where necessary.

Feedback should remove barriers to learning and enable every pupil to make progress from their starting point.

Relationship with Assessment

Feedback forms an integral part of the school's assessment process.

Teachers gather information through:

- Observation.
- Questioning.
- Discussion.
- Review of pupils' work.
- Self-assessment.
- Peer assessment.
- Formal and informal assessment activities.

Assessment information gained through feedback informs future planning, adaptive teaching, intervention and challenge.

Feedback in Practice

Teachers will use the most appropriate form of feedback according to the learning context and intended impact.

The three main forms of feedback used within school are:

Immediate Feedback

Provided during learning and at the point of teaching.

Examples include:

- Verbal feedback.
- Questioning.
- Live modelling.
- Addressing misconceptions.
- Mini-plenaries.
- Guided practice.
- Practical demonstrations.

Immediate feedback is often the most effective because it allows misconceptions to be addressed whilst learning is taking place.

Summary Feedback

Provided at the end of a lesson or learning activity.

Examples include:

- Whole-class discussion.
- Review of learning objectives.
- Reflection against success criteria.
- Identification of common strengths and misconceptions.

Review Feedback

Given after the lesson where appropriate.

This may include:

- Written prompts.
- Teacher annotations.
- Feedback records.
- Targeted developmental feedback.
- Next-step activities.

Teachers will use professional judgement to determine when review feedback will have the greatest impact on learning.

Verbal Feedback

Verbal feedback is a key element of effective teaching and learning.

Teachers and teaching assistants provide ongoing verbal feedback throughout lessons by:

- Clarifying learning.
- Addressing misconceptions.
- Extending thinking through questioning.
- Providing timely reminders and prompts.
- Supporting pupils towards success criteria.
- Encouraging reflection and self-correction.

Where verbal feedback has been given, staff may use agreed school marking codes or stampers to indicate this in pupils' books.

Use of Green and Orange Highlighting

The school uses a consistent approach to highlighting learning.

Green is Great

Green highlighting identifies:

- Successes.
- Achievement of learning objectives.
- Effective examples of learning.
- Good application of skills.

Orange for Improvement

Orange highlighting identifies:

- Areas requiring improvement.
- Misconceptions.
- Next steps.
- Opportunities for further development.

Where appropriate, highlighted sections may be accompanied by verbal prompts, written prompts or stampers.

Self-Assessment

Self-assessment supports pupils in developing responsibility for their own learning.

Pupils will be taught how to:

- Reflect on their work.
- Review success criteria.
- Identify strengths.
- Recognise areas for improvement.
- Set personal targets.

Self-assessment opportunities should be planned appropriately across the curriculum and introduced progressively from the Early Years Foundation Stage.

Self-assessment will be completed using:

- Red pencil in EYFS and Key Stage 1.
 - Green pen in Key Stage 2.
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Peer Assessment

Peer assessment enables pupils to learn collaboratively and deepen their understanding of success criteria.

Pupils will be taught how to:

- Evaluate work respectfully.
- Celebrate strengths.
- Suggest improvements constructively.
- Use agreed success criteria.
- Provide helpful and supportive feedback.

Peer assessment will be introduced when pupils demonstrate sufficient understanding to evaluate their own work effectively.

Peer assessment will be completed using:

- Red pencil in EYFS and Key Stage 1.
 - Blue pen in Key Stage 2.
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Developmental Feedback

At times, pupils will benefit from more detailed developmental feedback.

Teachers may use:

Reminder Prompts

To encourage pupils to extend their thinking independently.

Scaffold Prompts

To provide guidance or examples that support improvement.

Example Prompts

To model expectations and clarify understanding.

Modelled Examples

To demonstrate successful application of knowledge or skills.

Open Questions

To deepen thinking and promote reflection.

Greater Depth Challenges

To encourage explanation, reasoning and deeper understanding.

More detailed feedback may be provided when it will have a clear impact on future learning, assessment or moderation. Teachers will use professional judgement regarding when this is necessary.

Responsive Teaching and Adaptation

Feedback is central to responsive teaching.

Information gathered through feedback is used to:

- Adapt teaching.
- Plan future learning.
- Address misconceptions.
- Identify intervention needs.
- Provide additional challenge.
- Inform whole-class, group and individual support.

Teachers should use feedback to ensure pupils are able to make strong progress through the curriculum.

Role of Teaching Assistants

Teaching assistants play an important role in supporting learning through effective feedback.

Under the direction of the class teacher, teaching assistants may:

- Provide immediate verbal feedback.
 - Reinforce learning objectives.
 - Support pupils in responding to feedback.
 - Address misconceptions.
 - Promote independence and confidence.
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Pupil Response to Feedback

Where improvements are required, pupils are expected to respond to feedback appropriately.

Responses may include:

- Editing and improving work.
- Correcting misconceptions.
- Completing follow-up tasks.
- Answering feedback questions.
- Reflecting on learning.

Corrections and improvements should be recorded using:

- Red pencil in EYFS and Key Stage 1.
 - Green pen in Key Stage 2.
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Positive Learning Culture

Feedback should always be delivered respectfully and supportively.

Feedback should:

- Promote confidence and resilience.
- Encourage effort and perseverance.
- Recognise achievement.
- Maintain high expectations.
- Foster positive relationships between adults and pupils.
- Support pupils to develop a growth mindset.

The purpose of feedback is to improve learning rather than simply identify errors.

Marking Codes and Feedback Displays

Agreed marking codes and stampers are used consistently across the school to support understanding and accessibility.

Each phase team will maintain a Feedback Display that:

- Explains the marking codes used.
 - Supports pupils in understanding feedback.
 - Promotes consistency across classes.
 - Supports self-assessment and peer assessment where appropriate.
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Monitoring, Review and Evaluation

The implementation and effectiveness of this policy will be monitored through:

- Book looks and work scrutiny.
- Lesson observations.
- Learning walks.
- Pupil voice.
- Staff consultation.
- Moderation activities.
- Assessment information.
- Subject and leadership monitoring activities.

Monitoring findings will inform:

- School self-evaluation.
- The School Improvement Plan (SIP).
- Professional development priorities.
- Curriculum development.

This policy will be reviewed annually by the Headteacher and Assessment Lead, or sooner in response to changes in national guidance, research findings or school priorities.