



Feedback Policy 2026

*'As Sweller, Ayres and Kalyuga have said, **learning is defined as knowing more and remembering more** and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned. The primary purpose of assessment, therefore, is to understand the extent to which pupils know more and remember more of the curriculum they have experienced, and whether what they know is flexible and secure in long-term memory.'*

(St Ralph Sherwin CMAT Assessment Framework – 2021)

At St. John Fisher, we endeavour to create an ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence in all that they do. We believe that assessment is vital in informing learning and teaching and feedback is vital to make sure children know in a way that they understand how to improve and make the next steps in their learning.

All the work we do is supported by our 5 key values – those of love, hope, honesty, equality and service.

Policy aim:

The main aim of this policy is to support all staff to successfully and consistently support all pupils' next steps in learning, by the provision of useful feedback.

Feedback/ Marking is completed to move the children on in their learning and to aid the teacher assessing the progress and attainment of the children. It is NOT for the school or trust's management or governors; parents or Ofsted. The best evidence that quality feedback is being given to children is the progress that children make over time.

Effective feedback is vital to our pupils making great progress. Therefore, next steps are clearly communicated in (some) written and verbal feedback at the beginning of the next lesson, often with an emphasis on pupils having something to respond to in order to make further progress. Time is set aside regularly during the teaching week for pupils to respond to feedback. In addition, our feedback strategy has been amended in order to make feedback more useful and engaging.

Key Principles

This policy recognises that the key principle which underlies effective feedback for pupils is the need to celebrate the things which children can do well, and support with the development of aspects which require improvement.

- All work which a pupil produces should be valued.
- Feedback should be expressed in a way which the pupil will clearly understand according to their age, ability and understanding.

St John Fisher Catholic Voluntary Academy
<https://www.stjohnfisherderby.srscmat.co.uk>

For I know the plans I have for you; plans to give you hope and a future – Jeremiah 29:11



Purposes of our feedback policy

- To support all types of learners to recognise where they are being successful and where improvements can be made
- To provide a regular form of tailored communication between the adult and pupil
- To provide precise feedback on how a pupil's work matches with intended outcomes
- To provide specific models/suggestions of improved ways of working
- To provide opportunities for pupils to make improvements to their work both in the lesson and in subsequent lessons
- To develop supported and independent skills of reflection and review, including peer feedback as appropriate
- **Any feedback including marking should make a difference to the pupil**

Feedback in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback to the class should highlight the following for children so they can:

- understand what they have done well
- understand how to improve
- have a real opportunity to make visible signs of improvement

To support feedback, Learning Objectives are displayed and discussed with all pupils so that everyone understands what they are aiming towards.

- Learning objectives are framed as 'Can I...?' questions to encourage pupils to reflect on their own learning.
- Learning objectives focus on the learning and not the activity and can be transferable across many different subject areas, e.g. Can I use fronted adverbials? Instead of; Can I write a story?
- Success criteria are shared and displayed in relevant lessons to scaffold the pupils in understanding how to meet the learning objective

Feedback occurs at one of three stages in the learning process:

1. Immediate feedback – at the point of teaching/ during task (individually, in groups or via mini-plenaries)
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching – usually at the start of the next lesson in that subject.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving progress, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate



feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The primary method of giving feedback at St John Fisher will follow the procedure below:

- The teacher will review the work completed by pupils noting
 - The work to praise and share
 - Need of further support
 - Notes on presentation
 - Basic skills error
 - Common misconceptions and notes for the next lesson
- Key issues for all children will be fed back to all children at the start of the next lesson and an opportunity will be given to correct errors or to improve work. Edits, corrections and amendments will be made by the child in a purple pen. Children who need more bespoke support will get this from classroom adults during this time.
- The impact of this will be reviewed after this lesson as learning moves on.

No annotations or comments are expected in the child's book – these will be at the discretion of the teacher. Where they are used, green highlighters will be used to highlight excellent examples of work and pink will be used for errors/ areas for improvement.

Subject specific vocabulary should be highlighted for correction.

Feedback & assessment

All feedback should contribute to formative assessment and should feed directly into the short-term planning in order to respond to current needs.

The four types of feedback prompts to use:

Example prompts – These state exactly what needs to be done to secure improvement e.g. Now, put this sentence here to improve the description within your setting.

Steps prompts – These state explicitly what needs to be done to secure improvement and might include several aspects (often from the success criteria that have been missed) e.g. Now, go and check you have included a sentence about the setting. Then see if you can add a little more detail about what you can see.

Reminder prompts – These prompts require the pupil to go back to the success criteria and make improvements based on missing elements/skills that they have identified e.g. What should you include in the setting of your story? Now, add in some more detail.

Challenge prompts – These types of prompts extend the pupils beyond the success criteria given within the lesson e.g. Now can you tell me more about the atmosphere in the forest?



These prompts will be given to the whole class. Good examples are shared and areas for improvement discussed. Teachers and Teaching Assistants then allow pupils time to act upon their feedback on a day-to-day basis.

The type of prompt used depends on the ability of the pupil and also where the lesson comes within the teaching sequence.

Maths:

Green highlighting will be used for correct responses and pink highlighting for errors – this can be used alongside peer and self-marking strategies, as long as it follows the pink and green highlighting, this aids consistency for the children.

It is important that teachers and teaching assistants support children in making corrections to the pink highlighted aspects of their work and adapt their teaching in the light of common misconceptions.

If there are very few or no errors to be found, the teacher will write a challenge question on the board this will be part of the feedback slide. Children will then have 'Pink for think' time where they respond to the teacher's feedback with a purple pen to clearly show how they are responding to this personalised feedback.

Foundation Stage:

In Foundation Stage the main form of feedback for children will be in the form of verbal interactions. Adults will seek to build children's confidence and understanding by responding to the significant things which children do or say. Verbal feedback can serve to highlight the positive aspects of children's contributions and to suggest other ideas and ways forward.

Presentation of work:

Every piece of work should be:

- Dated - short date in maths; long date in other subjects. (KS1 and SEN children will work towards this)
- Identify letter formation issues / misuse of capital letters / reversal of numbers.

The adult's handwriting should be a good example of our school handwriting style.

This policy should be read in conjunction with the school's Assessment Policy.

Approved by:		Date:
Last reviewed on:		
Next review due by:		

Appendix A



Monitoring of Feedback

<u>Type</u>	<u>What it looks like</u>	<u>Evidence (for observers)</u>
<u>Immediate</u>	Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task May include highlighting/annotations according to the marking codes.	Lesson observations/learning walks Some evidence of annotations or use of marking codes/highlighting
<u>Summary</u>	Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self- or peer- assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Pre- and post-teaching based on assessment (interventions and boosters) Evidence of self- and peer-assessment
<u>Review</u>	Takes place away from the point of teaching Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future attention, or immediate action May involve written comments/annotations for pupils to read / respond to	Acknowledgement of work completed Written comments and appropriate responses/action Adaptations to teaching evident from future work

Regular work scrutiny, lesson observations and discussions with pupils will be undertaken by senior leaders and subject to ensure the feedback is of high quality and is consistently high throughout the school and that signs of visible progress is evident for all pupils.