

Feedback Policy

Date: July 2025

Review date: July 2027

Signed:



Purpose:

"...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student."

The impact that feedback should have is that a child understands the concept better after intervention. It should raise their aspirations to achieve and also encourage pride in their work.

Another important function of feedback is to help inform teachers' next steps.

Feedback alone is useless: a child must **use** the feedback to improve. These the key principles of feedback at Devonshire:

1. The vast majority of feedback happens at the point of misconception. This may involve live marking for individuals or remodelling where there is a common misunderstanding
2. Most written feedback happens in the lesson through live marking. Written feedback after the lesson has significantly less impact
3. Feedback is specific and focussed. Incremental improvements will lead to excellent long-term progress. You cannot try to improve everything at once
4. The emphasis is on the children to take responsibility for improving their work, not for the teacher to improve it for them
5. All staff, including supply staff and students should mark in line with school policy to ensure a cohesive approach throughout the school.

Live Marking

- Children will receive live feedback both written and verbal during lessons
- Live marking involves modelling ideas and annotating pupils' work **during the lesson** so that intervention is given at the point of misconception. This is your opportunity to give **individual feedback**
- No recordings are made of 'verbal feedback'. The progress the child makes over time will be evidence enough of your feedback
- Gap tasks may be set after the lesson to address any misconceptions
- Feedback sheets (see appendix) are available for use during / after a lesson for teachers to record their observations / areas for development for their class as a whole and contributes towards tracking progress

Lessons will begin with reviews which take into account general misconceptions/whole-class areas to develop prior to new learning being presented.

Implementation

Any marking should be completed in a green pen, and children should be given time to read, reflect and respond to comments with support where needed according to their age. This will encourage the children to go back into a piece of work to find errors or misconceptions.

- In Maths books, ticks are used for correct answers and calculations. Dots will be used for wrong answers, and children will be encouraged to 'have another go'. Incorrect answers should not be erased.
- Self and peer marking will be used and planned in carefully. From Year 2 onwards, a purple pen will be used by pupils when completing this
- In EYFS and Key Stage 1, where self and peer marking are not as prevalent, a pink pen will be used by staff to show 'live' marking. For all other teacher marking, a green pen is used.
- Symbols (e.g. for SPAG errors) should be recognisable and understandable by the children and teachers (see appendices), and any codes used sparingly in all books to address careless. Teacher's Professional judgement is used to decide what constitutes a careless error. Time is allocated so the child can correct the error
- Gap tasks may be set after the lesson to address any misconceptions, and pupils will be given time to complete these at the start of the next lesson
- Where work is not to the standard expected, it will not be marked until it has been completed satisfactorily
- Comments should be legible, positive and written in a 'child-speak' language for learners to understand easily

Presentation

Presentation will be acknowledged using the following codes:

- ✓ ✓✓ ✓✓✓
- ✓✓✓ is excellent presentation
 - ✓✓ is adequate presentation
 - ✓ is some effort in presentation

These will be coded at the top of the piece of work, and completed for every piece of work a pupil completes.

Appendix 1

Date _____


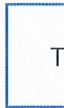


Lesson _____



Praise/good examples	Presentation/effort issues
further support needed (individuals)	Basic skills errors (spelling, organisation, handwriting, etc)
Fast graspers and next steps/challenge	General misconceptions and next steps (class)











Appendix 2 – Marking Codes

Key Stage 2

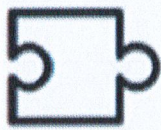
Code	Explanation
	<i>Redo this question (careless errors)</i>
<i>P</i> 	<i>Check the punctuation in this section for careless errors</i> <i>You may choose to bracket a line, several lines or a paragraph</i> <i>With younger children, this could be extended to direct the children to a specific piece of punctuation, eg: P, or P.</i>
<i>Sp</i> 	<i>Check the spelling in this section for careless errors</i> <i>You may choose to bracket a line, several lines or a paragraph</i>
<i>G</i> 	<i>Check the grammar in this section and check that it makes sense</i>

Key Stage 1

Marking Code

			
Think/check	Punctuation	capital letter	lower case
			
Conjunction Joining word	well done	finger spaces	spell this again
			
Missing word	Check this sentence		

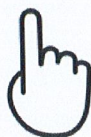
EYFS



Conjunction
Joining word



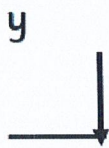
well done



finger spaces

. ____ . or

spell this again



letter to sit on line



correctly spelt



capital letter