

NURTURING

INNOVATION

ASPIRATION

AMBERLEY PRIMARY SCHOOL

FEEDBACK POLICY



September 2025

Amberley Primary School Feedback Policy

At Amberley we believe that feedback is an essential part of the education process. We strive for excellence, and the feedback teachers provide on pupil's works has the central focus of excellence and the central aim of driving progress forward. Feedback at Amberley is **meaningful**, **motivating** and **manageable** and can take many different forms depending upon the age of the pupil, the subject area and individual needs. In all instances, the outcomes of feedback may well lead to targets being set for pupils future learning, and may lead to adaptation of future lessons through planning, grouping or adaptation of tasks.

Our policy is evidence informed drawing on the research from the Education Endowment Foundation. This research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Feedback and marking 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 inform their teaching. Feedback occurs at one of four common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task
3. **Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson
4. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely understood the material taught

Type	What it looks like	Evidence (for observers)
Immediate	Includes teacher gathering feedback from teaching within the course of the lesson, 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 of further challenge May re-direct the focus of teaching or the task	Lesson observations/learning walks
Summary	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 May take the form of a quiz, test or score on a game In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Some evidence of self – and peer-assessment Quiz and test results may be recorded in books or logged separately by the teacher Whole class feedback forms
Feedforward: 'the next step is the next lesson'	For writing in particular, often a part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. Errors and misconceptions are addressed in subsequent lessons	Lesson observations/learning walks Evidence in books of pupils editing and redrafting their work in purple pen Master Classes
Summative	Pre/Post Unit Assessments End of term tests	Pre/Post assessments Test results

	Hot Writes	Hot write marking ladders
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Guidance for teachers

Whole Class feedback sheets will be completed for all English writing lessons (innovation lessons) and should be used at the beginning of the next session to focus the feedback discussion. Using these forms teachers should highlight:

- Work to praise and share (based on the objective of the lesson)
- Misconceptions/children who require further support
- Basic skills work to address common errors in transcription
- Notes for the next lesson to include a sentence to improve and a dictation sentence

Feedback in English

A system of symbols is used which can be found in the back of pupils' books:

sp 	There is a spelling error to be corrected.
*	There is a grammar error to be corrected.
VF	Verbal feedback has been given.
I	This work has been completed independently.
AS	This work has been completed with adult support.
	This piece is a cold write.
	This piece is a hot write.

For further details, consult staff marking guidelines.

- Teachers will complete a whole class feedback form for every English writing lesson. This will focus the feedback given to the children at the beginning of the next lesson.
- Marking ladders will be used after hot writes to gather assessment information and inform future teaching objectives

Whole-Class Feedback

Teachers will review pupils' work after each lesson, identifying strengths and areas for development, with a focus on addressing common transcription errors. Where appropriate, teachers will also provide individual feedback.

The following English lesson will begin with a short feedback session. During this time, children receive whole-class feedback on their strengths and next steps, alongside direct teaching to help them recognise and address points for development. This feedback is informed by the whole-class feedback form completed at the end of the previous lesson.

At the end of the session, pupils in Years 2–6 will complete a dictation sentence linked to the common errors identified using purple pen. Towards the end of Year 1, pupils will begin practising dictation words in preparation for Year 2.

For pupils with SEND, teachers should use their professional judgement to decide when it is appropriate for them to complete dictation sentences or whether adapted provision is needed.

Hot Writes

After completing a hot write, staff will complete their year group marking ladder. This evidence will support teacher assessment when using Sonar.

An editing session should then follow. This should go beyond the light editing that takes place after a feedback session, providing pupils with opportunities not only to correct errors but also to redraft and improve their work in greater depth. Time should be taken to model this process to support pupil understanding.

Some pupils may require additional support to successfully improve their writing. As with all interventions, teachers should apply the minimal level of support necessary, only increasing the level of intervention if further assistance is required.

Feedback in Maths

Within a Maths lesson, time is often allocated for live marking, allowing children to check their work against modelled answers and self-mark. The timing of this is decided by the teacher, ensuring it takes place when pupils can either be given additional support or further challenge as needed.

Throughout the lesson, teachers use live marking, observations, and discussions to provide timely challenge and guidance. At the end of the lesson, teachers review Maths books to ensure individual questions have been marked and, where necessary, direct pupils to a same-day masterclass or arrange targeted adult support in the following lesson.

A system of symbols is used written next to the teacher's initials after each piece of work:

Code	Meaning
AS	Adult support was needed to complete the work
I	Work was completed independently
Master Class	Child will attend a maths master class that afternoon
Teacher Group	The child will work in a teacher led group the next day.

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the pre/post assessments and end of term summative assessments. These assessments focus on identifying key knowledge and understanding in order to inform teaching and support pupil progress. Pre-unit assessments, designed using the DfE's Ready to Progress (RTP) criteria, are used to check children's prior knowledge from and highlight gaps before new content is taught. This informs planning, retrieval opportunities, and targeted support.

At the end of a unit, a short post-assessment is completed after a brief gap to evaluate retention of key concepts, again aligned with the RTP criteria. Outcomes are analysed collaboratively to identify which pupils require additional support through one-off interventions or "pause and stretch" sessions, ensuring misconceptions are addressed quickly while also providing opportunities to deepen understanding for secure learners.

Assessment is therefore used not only to measure attainment but as a tool to shape planning, guide interventions, and ensure all children are supported to keep up and make progress.

Feedback in Science and Foundation subjects

In Science and the foundation subjects, work is checked regularly, with teachers identifying areas to praise and common misconceptions that should be addressed. This feedback highlights where additional support may be required and informs future planning.

Children are expected to maintain high standards across all subjects; presentation, spelling, and basic grammar are valued just as highly in Science and foundation subjects as in English. Written work in these areas should therefore reflect the same quality and care.

Practical activities are recorded using Seesaw, and end-of-unit assessments are carried out to gather summative assessment information.

EYFS Marking Code and Guidelines

Book Codes

RH	- right hand	I	- independent work
LH	- left hand	CI	- child initiated
CH	- correct hold	R	- representational
CF	- correct formation	PR	- part representational
OW	- over writing	UW	-under writing
EW	- emergent writing	HH	-hand held
AS	- adult support	AF	- adult focus activity

EYFS Feedback

- Children are given immediate verbal feedback
- A comment is written on the work to coincide with verbal feedback
- Smiley face is used to continue motivation and as a form of praise
- Next Steps are written on work as appropriate
- Child's comment about their work is also written