



Sledmere and Wetwang Federation

FEEDBACK POLICY – January 2026

Adopted by Sledmere and Wetwang Federation Policy Review Group

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors January 2027

Feedback is defined by the Education Endowment Foundation (EEF) as;

‘... Information given to the learner and/or the teacher about the learner’s performance relative to learning goals...’
‘...It should aim towards (and be capable of producing) improvement in students’ learning...’ ‘...It redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome...’

Principles

A culture of feedback can help everyone to achieve their full potential. It can be verbal, written or given through tests and can come from a teacher or leader, someone in the teacher role, or from a child’s peers. The basics of positive reinforcement start when the children enter our pre-school and develops as the children move up the school.

At Sledmere and Wetwang we agree with the EEF research that shows that 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
Provide specific guidance on how to improve and not just tell students that they are wrong

We also believe that feedback:
Must have dedicated and sufficient time to achieve its full impact
Should be accessible to the learner
Is worthless if left too late
Is incredibly important for both parties
Is a child’s right

Feedback provides part of the assessment cycle.
Feedback takes place at three key points in the learning process. They are:

Immediate feedback – at the point of teaching
Summary feedback – at the end of a lesson/task
Review feedback – away from the point of teaching (including written comments)

[Teacher Feedback to Improve Pupil Learning | EEF](#)

<https://educationinspection.blog.gov.uk/2016/11/28/marking-and-other-myths/>

What do these look like in practice?

Type	What it looks like	Evidence
Immediate	Teachers gathering information from feedback at point of teaching e.g. mini-whiteboards, thumbs and Higher order questioning. - Progress sweep: Teacher aims to 'check-in' with every child. Research shows that 7 children can be seen in 7 minutes. - Dot marking: Teacher draws a dot where they would like a child to revisit success criteria and improve - Responsive teaching: Verbal feedback throughout. Learning is moved on earlier or groups revisit. - Hot marking: Comments in books during the lesson - Reminder, scaffold, example: Structure for effective verbal feedback	- Learning walks - Lesson observations - Books/written feedback - A wide range or higher order questions are evident in lessons
Summary	Takes place at the end of the lesson or activity (plenary). Often involves multiple children Provides an opportunity for evaluation of learning Could be peer or self-assessment against success criteria Plenary: Group/ class evaluation against success criteria - Gallery critique: Children use post-its to give feedback to their peers as they walk around the classroom. Children decide which feedback to use to improve their work. - Self-assessment: Children use success criteria to reflect on and improve their work - Peer marking: The criteria for peer marking is kind, specific and helpful	- Learning walks - Lesson observations - Books – gallery critique, green box marking - Intervention timetables/ observations
Review	Takes place away from point of teaching	Adaptations to future lessons

	May involve written comments for pupils to read or respond to Provides opportunities for assessment of understanding May redirect focus of future lessons and/or targets being set	• Written comments and appropriate actions taken • Summary feedback sheet completed • Corrective reviews • Annotated planning • Planning and feedback files
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This feedback will be used to respond swiftly to a child's needs during the lesson. Planning may be adjusted to provide support or further challenge

Range of feedback

In each subject area every child should have an even balance of the following:

Adult marked

Self-assessed/improved

Peer assessed/improved

Acknowledged with whole class feedback provided

This will vary slightly according to stage of learning that the children are at and what they are learning. The expectation is that over the course of a term the children will benefit from a balance of all four styles.

Guidance for Adult Marking

We are mindful that marking forms one part of feedback. It should always be **manageable**, **meaningful** and **motivational**. Written marking by adults should take the following forms, as appropriate to the learning:

Marking is related directly to the learning objective / success criteria.

The use of green pen is used to demonstrate areas which have been responded to and resulted in editing and improvements (or development within a piece of work.)

At the end of written feedback a next step can be given. This could be:

- an open question, specifically related to the LO, enabling pupils to think about next steps;
- a correct example given by teacher, followed by an example(s) that the child completes; or
- a request to do some corrections (with evidence that pupils have attempted these)

Teaching Assistants working with groups can mark their work under direction of the class teacher.

Guidance for Self and Peer Assessment/Improvement

In line with AfL strategies, children should have opportunities to assess their progress (or that of others) against agreed success criteria. Children need to be trained in how to peer and self-assess meaningfully, in order that this time spent in lessons is beneficial to the learning. Teachers must be conscious of 'checking' the quality of peer- and self- improvements made by children, and 'acknowledgement comments' may be made.

Self-Assessment

In line with developing Growth Mindsets in children, we need to embed a culture of review and improving work, frequently. Self-assessment/improvement happens when children are asked to reflect on their own work, reviewing their successes against the agreed success criteria.

Planned time should be given to self and peer assess (e.g. after a mini-plenary, before a plenary or at the beginning of a lesson – after some detailed marking has taken place). There will also be evidence of pupils improving their work after verbal feedback has been given. To help evidence where this has taken place children should use a pen of a different colour to the original work (a 'polishing pen'). This will be a green pen.

Peer Assessment

Pupils swap books with a partner and individually 'check' and assess the other's work.

Peer improvement is a slightly different approach. It happens when children work with their learning partner to edit and develop a piece of work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using a green pen (a 'polishing' pen).

Work that has been collaboratively / peer improved needs to be clear that this is the case. It will usually take the form of PI written below the work, with the initials of the pupils involved

Marking codes

Appendix 1

Marking symbols	
Spelling errors	SP
Capital letters	CL
Missing Word	^
Missing Punctuation	O
Paragraph	//
Error in Maths	•
Next step / reflection	└─┐
Self-assessed	SA
Peer-assessed	PA
Guided	G
Prompted	P
Independent	I
Peer improved	PI

Appendix 2

Plenary Prompts: Children can write their own next steps / reflect on the lesson.

Today, I feel that I learnt to...	A skill I used today was...	I understand more about...
One thing I think I need help to improve is...	I'm not sure about...	I'd like to have another go at...
This lesson links to the last one because...	Next lesson, I can use (...) again	Next lesson, I can improve my...

Appendix 3

As part of the on ongoing cycle of assessment information aiding the teaching and learning process notes are made and added to our Medium-Term Planning documents.

Week	Learning Objective	Key questions	Assessment opportunities	Lesson Notes	Next steps
1					
2					
3					
4					
5					
6					
7					
Strengths					
Overall next steps					