



Leamington Federation
Sydenham Primary School and Lighthorne Heath
Feedback Policy

Purpose and rationale

Feedback is an integral part of high-quality teaching and formative assessment. Its purpose is to help pupils understand what they have learned, identify misconceptions or gaps, and know what to do next. Effective feedback also gives teachers information about pupils' understanding so that teaching can be adapted promptly and precisely.

Our feedback practice is intended to contribute to consistently high-quality curriculum and teaching. In particular, leaders and teachers will use evidence from pupils' learning to make astute decisions about how teaching should adapt and evolve. Teachers will make highly effective choices about what to teach, when to teach it and how to teach it, taking account of the subject, phase and pupils' needs.

Across subjects and year groups, feedback and assessment should help staff to:

- check pupils' understanding systematically and identify misunderstandings early;
- adapt teaching promptly when pupils have not learned what was intended;
- prioritise the most important knowledge and concepts, alongside retrieval and purposeful practice;
- identify gaps in pupils' knowledge or skills and tackle these quickly;
- use evidence of learning to refine planning, teaching and curriculum decisions over time; and
- ensure that adaptations for pupils facing barriers are well targeted, effective and support long-term success and independence.

This policy is informed by the Ofsted State-funded School Inspection Toolkit for use from September 2026. The toolkit does not prescribe a particular method, frequency or volume of marking or feedback. Instead, it considers how effectively teachers check understanding, identify misunderstanding, adapt teaching, use assessment to inform learning and tackle gaps in knowledge and skills quickly. Our approach therefore prioritises the impact of feedback on learning rather than the quantity of written marking.

Aims

- To ensure that feedback improves learning by helping pupils secure important knowledge, concepts and skills.
- To use formative assessment to give teachers an accurate understanding of pupils' starting points, needs, misconceptions and gaps so that subsequent teaching can be adapted effectively.
- To provide clear, timely and age-appropriate feedback that helps pupils recognise strengths and understand manageable next steps.
- To maintain high expectations for all pupils, including disadvantaged pupils, pupils with SEND, pupils known or previously known to children's social care and pupils who face other barriers to learning and/or wellbeing.
- To develop pupils' independence, metacognition and self-regulation through purposeful self-assessment, peer discussion, editing and improvement.
- To ensure feedback practices are proportionate, sustainable and do not create unnecessary staff workload.
- To provide useful information for parents/carers and other professionals, where appropriate, about pupils' progress and next steps.

Principles of effective feedback

- Feedback should be purposeful, specific and focused on the most important learning. It should not be given simply to demonstrate that work has been marked.
- The most effective feedback is often immediate or "live", at the point of teaching, because it enables teachers to correct misconceptions before they become embedded.
- Teachers should systematically check pupils' understanding during lessons and use what they learn to adapt explanations, modelling, questioning, scaffolding, practice and future teaching.
- Feedback should help pupils understand the gap between their current learning and the intended learning, and provide a realistic route for improvement.

- Feedback should be positive and constructive, recognising effort, progress, successful strategies and resilience while remaining precise about what needs to improve.
- Feedback should be linked, where appropriate, to learning intentions, success criteria, curriculum end points and individual targets such as IEP, ILP or EHCP outcomes.
- Pupils should be given meaningful opportunities to act on feedback. A response should only be required where it has genuine learning value.
- Feedback should support pupils to become increasingly independent. Adult prompting and scaffolding should be reduced over time where pupils are ready to succeed without it.
- Feedback practices should be consistent in their principles across the Federation, while allowing teachers to make professional choices appropriate to the subject, age, phase, task and needs of pupils.

Forms of feedback

‘Live’ feedback is the preferred approach whenever it is practical and useful. It may include:

- whole-class feedback that celebrates common strengths and addresses shared misconceptions without comparing pupils with one another;
- mini-plenaries or brief pauses during learning to reteach, clarify or model a concept;
- focused verbal feedback to an individual or group;
- pupil conferencing, where a teacher or TA discusses learning with a pupil and agrees an immediate next step;
- questioning and retrieval activities that allow the teacher to identify what pupils know, remember and understand;
- modelling and re-modelling under the visualiser, including worked examples and examples of effective editing;
- peer assessment and cooperative improvement, where pupils have been taught how to give kind, specific and useful feedback;
- self-assessment against clear criteria, including editing and improvement using a Purple Polishing Pen where appropriate; and
- peer coaching, where a pupil with secure understanding supports another pupil under appropriate teacher direction.

Written feedback and annotation

Written marking is one possible form of feedback, but it is not expected for every piece of work. Teachers should use professional judgement and choose written comments only where they will add value beyond live feedback, whole-class feedback or subsequent teaching.

- Where a written comment is helpful, it should be concise, legible and focused on the learning rather than presentation alone.
- Green pen may be used by teachers or teaching assistants for written annotations or comments. Pink highlighting may be used to identify a misconception or error where this supports the pupil to notice and correct it.
- Teachers should be clear about the intended audience and should avoid extensive written comments that pupils cannot understand or use independently.
- Where feedback identifies a significant misconception, the priority is effective re-teaching and practice rather than simply recording the error in the book.

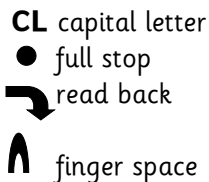
Agreed annotation symbols

The following symbols may be used where they are helpful and directly relevant to the learning. Pupils should understand the symbols used in their class:

- ✓ understood / successful
- **I** independent
- **G** group work
- **GW** guided writing
- **S** support
- **P** paired
- **C** consolidate
- **CI** collaborative improvement
- **sp** and underlining: spelling

- **O** (circled): incorrect punctuation
- **^** omission
- **//** new paragraph
- **ST** supply teacher
- **MP** mini-plenary
- **TI** teacher intervention
- **VF** verbal feedback

In Reception and Key Stage 1, developmentally appropriate pictorial symbols may be used for capital letters, full stops, reading back and finger spaces.



Presentation and modelling

- Teachers should explicitly model high-quality presentation, editing, self-assessment and peer-assessment, including through use of the visualiser where this supports understanding.
- Each piece of work should normally include the date and a clear learning objective or other agreed curriculum reference, unless the nature of the task makes this inappropriate.
- Written teacher comments should reflect the school's handwriting expectations and be accessible to the pupil.

Inclusive feedback and adaptations

Feedback must be accessible to every pupil. Staff should identify and remove barriers through formative assessment and appropriate adaptation, while maintaining high expectations and avoiding unnecessary dependence on adult support.

- For pupils with SEND, feedback may be adapted through reduced or chunked language, visuals, symbols, Makaton, Now and Next boards, concrete resources, worked examples, personalised success criteria or additional processing time.
- Teaching assistants should be deployed so that pupils continue to access high-quality teaching from the class teacher. They should provide timely prompts and scaffolds, then step back where appropriate to develop independence.
- For pupils at an early stage of learning English, feedback should be linguistically accessible and may include visual support, modelling, key vocabulary, gesture, Makaton where appropriate, sentence stems or use of home language resources.
- For pupils who experience anxiety, emotional dysregulation or other barriers to participation, feedback should be calm, predictable and sensitive to the pupil's readiness, with success broken into achievable steps where needed.
- Individual feedback should never publicly expose a pupil's SEND, disadvantage, personal circumstances or difficulties.

Feedback at different stages of learning

Teachers should tailor feedback to the pupil's stage of learning. This may include:

- Beginning or surface learning – corrective feedback, clarification, modelling and additional guided practice;
- Developing or deeper learning – helping pupils connect ideas, select effective strategies, explain reasoning and refine understanding; and
- Independent or advanced learning – encouraging self-regulation, evaluation, application, transfer and increasingly independent improvement.

Using feedback to inform teaching

Feedback is two-way: what pupils say, do and produce should inform teachers' decisions. Teachers should use formative assessment, discussion, pupil responses and work produced to decide whether to continue, revisit, reteach, provide additional practice or increase challenge. Planning should be responsive rather than driven by a requirement to generate written evidence.

Where assessment shows that a pupil or group has not secured essential prior knowledge, staff should provide timely additional teaching and practice. Leaders and subject leaders will use evidence from learning walks, pupil voice, assessment and work sampling to identify strengths and areas for development in curriculum and teaching, not to evaluate compliance with a particular volume of marking.

Pupil agency, peer feedback and self-assessment

- Pupils should be taught how to assess their own work and that of peers safely, respectfully and accurately.
- Peer feedback must be structured and modelled. Pupils should comment on the learning rather than the individual.
- Pupils should have opportunities to edit, improve and redraft when this deepens learning, rather than making superficial changes for presentation purposes.
- Pupil feedback to the teacher about what helped or hindered their learning should be valued and may inform future teaching.

Communication with parents and carers

Parents and carers will be helped to understand the Federation's approach to feedback. Written marking in books is only one source of information about progress. Parent consultations, reports, assessment information and communication with teachers provide a broader picture of what pupils know, can do and need to learn next.

Equality, diversity and safeguarding

The Federation is committed to equality of access to teaching, assessment and feedback. Feedback must be free from discrimination, stereotyping or bias and should uphold pupils' dignity. Reasonable adjustments will be made where required under the Equality Act 2010. Communication with families will be made accessible, including through translation or interpretation where appropriate.

If a pupil's work, comments or response to feedback gives rise to a safeguarding concern, staff must follow the Federation's Child Protection and Safeguarding Policy and record/report the concern through the agreed safeguarding procedures.

Staff workload and professional judgement

Leaders recognise that high-quality feedback must be sustainable. The Federation will not create marking expectations solely for inspection. Teachers are trusted to select the most effective form of feedback for the learning and to use their time where it has the greatest impact on pupils.

Monitoring, evaluation and professional learning

The Executive Headteacher, Associate Headteachers and subject leaders will monitor the impact of this policy through professional dialogue, learning walks, pupil voice, assessment information and proportionate work sampling. Monitoring will focus on whether feedback and formative assessment improve pupils' understanding, help teachers adapt teaching and reduce gaps in learning, rather than on compliance with a marking routine.

Leaders will use monitoring evidence to provide constructive feedback to staff and to shape evidence-informed professional development. Staff will have opportunities to collaborate on curriculum, teaching, assessment and feedback so that effective practice is embedded consistently across subjects and phases.

Reference documents

- Ofsted: State-funded school inspection toolkit, for use from 7 September 2026.
- Ofsted: Inspection information for state-funded schools, for use from September 2026.
- Department for Education: Reducing teacher workload guidance and resources, including principles on proportionate marking and assessment.
- Education Endowment Foundation: evidence and guidance on teacher feedback and formative assessment.

This policy was ratified:

September 2026

And will be reviewed:

September 2027

Executive Headteacher:



Chair of Governors:

Richard Butler