Park Hill Primary School

Feedback Policy

Approval Level	Governing Board
Date Reviewed	24.08.26
Approved On	22nd September 2025
Category	Non-statutory
Next Review Date	Annually – September 2027
Policy Availability	Staff shared area
Written By	Mrs A. Boardman
Related Document(s)	Glossary of Acronyms (available on school website)

Policy Version Control

Date of Change	Details of Change
08.04.25	Clarity regarding feedback systems for the teaching of specific subjects. Clarity regarding children's responses to feedback.
24.08.26	Updated subject leader's name (page 4). Updated throughout to reflect CPD and agreed upon strategies / processes for success criteria, questioning, feedback strategies and routines for feedback. Marking codes changed to reflect this and no-longer relevant processes removed from policy.

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Statement of Intent

At Park Hill Primary School, we understand that providing effective feedback has a high impact on children's learning outcomes. Our aim is for all feedback to be meaningful and:

- Support children's progress
- Build on their learning
- Address misunderstandings

> We believe that effective feedback is an interaction between a child and a teacher or member of support staff that "closes the gap between where a child is and where a teacher wants them to be."
>
> *Professor Becky Francis, Education Endowment Foundation*

We recognise that different methods of providing feedback can be effective and its usefulness is not limited only to written marking. Written marking plays just one part of our feedback strategy and we believe the quality of feedback, however given, will be seen in how children are able to approach new learning and retain prior learning.

This policy aims to ensure that feedback:

- Relates to the task, subject-specific processes or a learner's self-regulation.
- Is focused on moving learning forwards, targeting the specific learning gaps that children exhibit.
- Informs pupils about what they have done well and highlights areas of improvement.
- Is appropriately timed.
- Is welcomed and used by children, supporting our school value of "Ambition."
- Supports teachers to spend their time in ways that are most likely to benefit children, taking account of workload.

Key Personnel in Relation to this Statement

Name	Role(s)
Mrs C. Logan	Head Teacher
Mrs A. Boardman	Deputy Head Teacher and Writing Leader
Mrs C. Watson	Special Educational Needs and Disabilities Coordinator (SENDCo)
Miss B. Simner	Maths Leader
Mr L. Booker	Reading Leader and Wider Curriculum Leader
Miss L. Milman	Early Reading Leader (RWI)

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Roles and Responsibilities

The Head Teacher and Deputy Head Teacher are responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Middle Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of providing feedback in their subject area.
- Monitoring the effectiveness of this policy within their areas and reporting their findings back to the Deputy Head Teacher.
- Answering any queries that teaching staff have with regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when providing feedback.
- Providing high-quality instruction, including the use of formative assessment strategies, before providing feedback.
- Implementing strategies that encourage pupils to welcome feedback.
- Judging whether immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Providing feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully considering how to use purposeful verbal feedback that focuses on the task, subject and/or pupil's self-regulation.
- Carefully considering how to use purposeful, time-efficient written feedback that focuses on the task, subject and/or pupil's self-regulation.
- Providing pupils with opportunities to reflect on and ask questions about feedback.
- Using marking and feedback to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Challenging pupils who are securely achieving learning objectives.

- Providing feedback and support to pupils with SEND and adapting how feedback is given, so that pupils with SEND can understand and action any targets. The SENDCo should be consulted in regard to this.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.

Pupils are expected to:

- Show our school value of “Ambition,” trying their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Use things that teachers show them or the things that teachers give them to help them establish where they can improve their work.
- Act on feedback.
- Make a conscious effort to act on feedback, including any suggested improvements.

Before Providing Feedback

Feedback can only build on something: alone, it will not provide children with a full understanding of the knowledge and concepts they require. This means that initial teaching is crucial. Feedback is what happens secondly.

Careful thought is required from teachers when using feedback to ensure that it moves learning forwards: this thinking should begin well before feedback is provided.

Teachers should provide high-quality instruction, including the use of two formative assessment strategies:

- Setting clear learning objectives and success criteria that helps children meet those objectives (which feedback will aim towards).
- Assessing learning gaps (which feedback will address).

High-quality instruction "reduces the work that feedback has to do." In delivering high-quality instruction, teachers should:

- Consider common misconceptions and prepare strategies to counter them.
- Present new material in small steps, avoiding overloading pupils' working memory.
- Model tasks and skills, providing scaffolds wherever necessary.
- Adapt teaching in a responsive way to support struggling and excelling learners, while maintaining high expectations for all.
- Ask questions that deepen learning and check for understanding.
- Encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge.
- Provide pupils with tools and strategies to plan, monitor and evaluate their learning.

Learning Objectives

Learning objectives are succinct and focus on the key knowledge that children should show an understanding of, rather than focus on the learning activity.

They should match the key knowledge goals from medium and long-term planning.

In subjects other than Maths, Guided Reading, Phonics, Handwriting and Spelling, they should be printed on exit tickets.

All learning objectives should follow the same format: L.O. To...

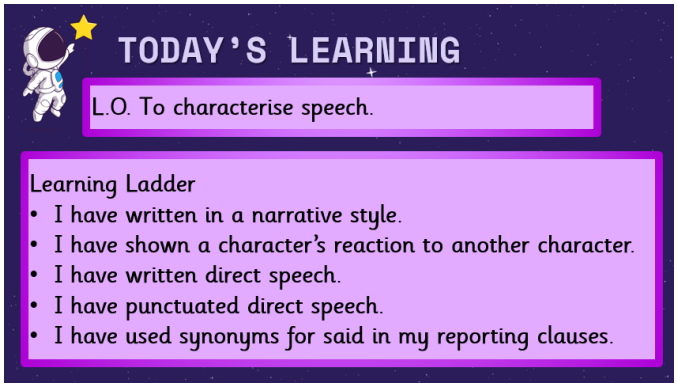
Success Criteria

Success criteria is provided in the form of a "Learning Ladder." At Park Hill Primary School, we think of our learning ladder as "steps to success" – they are smaller steps that help children meet the learning objective.

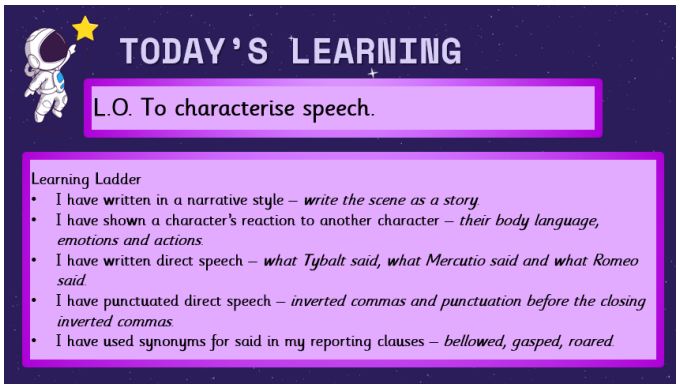
The points on the learning ladder focus break down the key knowledge or skills that children need to demonstrate and can be used as a scaffold – a reference point for children to use.

To avoid overloading children's working memory, the Learning Ladder should be limited to key success criteria only and include a maximum of two or three new "steps." These prompts follow the same format: I…

e.g. I have, I used, I included, I remembered…



Where necessary, the learning ladder is scaffolded to support children even further, for example:



The feedback that we give references specific points on the learning ladder, to support children's understanding.

Exit Tickets

The purpose of an exit ticket is for children to have a space to record their understanding of the lesson's learning in one place and for children and staff to communicate achievement of the L.O. quickly (aiding assessment). It includes the following:

- The learning objective
- A key knowledge goal (launch question – Wider Curriculum only) OR key skills (handwriting / sentence game – Writing only)
- Key vocabulary (rocket words)
- Self-assessment of the learning objective (C)
- Teacher assessment of the learning objective (T)
- Any key facts that children have learned or still have questions about (journey jottings – Key Stage 2 only)

Note that exit tickets for Writing have a different format, focused on the development of vocabulary and handwriting.

The full written date should be recorded on exit tickets, including day, date, month and year.

If a child is absent from any lesson, this should be recorded on the exit ticket in red pen.

When to Provide Feedback

During high-quality instruction, we use “I Do – We Do – You Do” phases as a “slider.”

- I Do – teacher modelling
- We Do – guided practice
- You Do – independent practice

Our use of formative assessment and the feedback we receive from children enables us to move between the three phases as needed.

This is because it is dependent on what children know / can do.

Throughout the structure of our lessons, checkpoints and feedback enable us to do this.

We consider:

- The task:
    - Does it provide immediate feedback e.g. a quiz with answers? – if it does, teachers will not usually need to provide additional feedback. Children can act on this feedback “in the moment,” for example, by correcting answers.
    - Will children be less likely to recognise the source of their errors early on e.g. in extended writing or a Science investigation? – if so, teachers should intervene earlier and not wait to provide feedback.

- The pupil:
    - Some children may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.
    - Teachers should monitor pupils’ progress in tasks, assessing which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well.
    - Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves.
    - A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback, varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress.

- The class:
    - Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class.
    - Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.

All adults involved within the lesson are expected to provide feedback to support children.

Lesson Structure

Part 1	Part 2	Part 3
Flashback Learning objective Learning ladder Vocabulary		Reflection Self / peer assessment using feedback strategies

Feedback Strategies at Park Hill

Questioning

Questioning enables adults to “make learning visible” and check understanding i.e. how “the message has been received.”

It must be used to provide adults with a representative example of the class’ understanding, rather than only a few children’s responses.

Questioning techniques that we use are:

- Cold calling
- No opt-out
- Checking for understanding
- Probing
- Say it again, better
- Talk to your partner (TTYP)
- Whole-class response

Adults choose a questioning technique with the purpose of providing us with feedback:

- What do the children understand?
- How well do they understand?
- Are they ready to move on?
- If not, how can I refine my explanations and / or modelling?

Responding to Feedback

Children must be given time to respond to feedback.

We use different strategies in regular “check points” during our lessons. Children then respond to feedback in the moment.

The strategies vary depending on the learning objective, the task, the stage of the lesson and the children’s understanding.

Our strategies are:

- Tick or fix
- Tick, fix or add
- “I’ve noticed that…”
- Green / pink highlighters (see marking codes)

On other occasions, time for children to respond to feedback is planned into whole lessons or a series of lessons, for example, when proofreading and editing writing or when re-teaching occurs.

Feedback Routines

Children use purple pen to respond to feedback, including when:

- Correcting spelling or punctuation
- To tick and fix.
- To tick, fix or add.
- To self / peer mark.
- To respond to a “your turn” task.

Marking Stations

Teachers provide children with the correct answers, for them to self-assess with. If a mistake has been made, children should re-attempt the question to reach the correct answer, using scaffolds where necessary.

Live Marking

In the lesson, teachers use the marking codes below to identify there and then what a child’s strengths and / or areas for development are. Much of the written feedback we provide will be live but there will be occasions when it is provided after the lesson.

Marking Codes

At Park Hill, staff must write in red pen. Children must write in purple pen when responding to feedback.

✓	The teacher has identified that the child has given a correct answer or contribution.
•	The teacher has identified that the child has given an incorrect answer or contribution. Children should be prompted to correct these in purple pen, following feedback.
✓	The child has identified that they have given a correct answer or contribution.
•	The child has identified that they have given an incorrect answer or contribution. Children should be prompted to correct these in purple pen, following feedback.
	Pastel green highlighter: green for great – a great example. Indicates where one or more elements of the learning ladder have been used. We use pastel highlighters so that children’s original work can be seen through the colour.
	Pastel pink highlighter: pink for pause – pause for thought. Indicates where one or more elements of the learning ladder are needed or where children’s work needs editing to make sense. We use pastel highlighters so that children’s original work can be seen through the colour.
	For Key Stage 1 and Year 3, a squiggly line under the word indicates that children have spelled a word incorrectly.

	These words should be either appropriate to the year group's learning in spelling or very commonly used within the lesson / topic. Initially, teachers choose to model the correct spelling. In Year 2 and Year 3, as children become older, they correct the spelling mistakes using purple pen. Children may also use the squiggly line to "squiggle, not skip" a spelling, indicating that they themselves are unsure of the spelling.
sp	In Years 4, 5 and 6, sp written in the margin indicates that a spelling mistake has been made somewhere on that line. Initially, teachers choose to provide a word bank for children to correct their spelling mistakes. In Year 5 and 6, children independently correct their spelling mistakes, making use of resources available to them.
	Circled letters indicate where capital / lowercase letters should be used. Circled punctuation indicates where the incorrect punctuation mark has been used. Circled spaces indicate where punctuation marks are missing. Children should correct it using purple pen.
/	A vertical line between words indicates that a space should be between them. This should not be confused with the capital letter I, which should be written with a horizontal line at the top and bottom.
^	An upwards-facing arrow indicates where a word or phrase has been omitted. Children should include it using purple pen.
//	Two forward slashes indicate that a new paragraph is needed after the slashes.
E	Evidence / explanation – E indicates where a child could include more detail in their response.
→	Next step task. A horizontal arrow means "next step." It indicates that a misconception is being addressed or a child is being challenged. A next step must be a task that children can respond to.
	Star point – the child has received a star point. They can cross this out and put a star point up on their chart.
MT	My turn – indicates where a teacher has given a model or worked example e.g. Remember to use punctuation before the closing inverted commas. MT: "I'll never trust you again!" exclaimed Mary.
YT	Your turn – indicates where a child is being given a challenge to do, either to consolidate or extend their learning e.g. YT: Add the missing punctuation. I'll never trust you again exclaimed Mary
Adult's initials	If a lesson has been delivered by anyone other than the child's usual teacher, their initials should be indicated underneath the child's work.

Self or Peer Assessment

"Tick or fix" and "tick, fix or add" are our verbal prompts for children to self or peer assess learning activities.

When self or peer assessing all learning activities, teachers support children to use the learning ladder and the teacher's model or worked examples to help them identify what they did well or where they can improve.

On their exit tickets (or next to the title), children indicate whether they feel they have met the learning objective. The teacher then responds.

C✓	By the end of the lesson, the child feels that they have met the learning objective.
C •	By the end of the lesson the child does not feel that they have met the learning objective. Feedback should be provided either to show the child how they have met it (e.g. using green highlighter to show elements of the learning ladder or rocket words that children have used) or to "bridge the gap" so that they do meet it.
T✓	By the end of the lesson, the teacher has identified that the child met the learning objective. Green highlighter can be used to show elements of the learning ladder or rocket words that children have used.
T •	By the end of the lesson, the teacher has identified that the child has not met the learning objective. Feedback must be provided to "bridge the gap" so that they do meet it. This feedback must be in the form of modelling – (MT for "my turn") or setting a next step task (→). Note that high-quality instruction methods (outlined on page 7) and clear learning objectives with a helpful learning ladder reduces the risk of this occurring.

In Years 3 and 4, children also reflect and include something they have learned on their exit ticket. In Years 5 and 6, this reflection is more detailed and children record any questions they have about the learning.

If children peer-assess one another's work, they write "PA" in purple pen.

Please note:
This practice may not be fully embedded in Year 2, as children become used to the process.

Coloured Trays

Children must select their independent activity and/or supporting resources from the coloured trays, depending on their self-assessment and the teacher's formative assessment of the "we do" part of the lesson.

- **Red** – I am not yet confident about this L.O.
- **Amber** – I'm able to achieve this L.O.
- **Green** – I am confident with this L.O. and I need a challenge.

At the end of a lesson, children must put their book in the corresponding tray to indicate how they feel they have met the L.O.

- **Red** – I need more support with this L.O.
- **Amber** – I'm beginning to understand this L.O.
- **Green** – I understand this L.O.

Teacher responses must be:

- **Re-teach** – after lunch? Morning task? Next lesson if many children have not achieved the L.O.?
- **Consolidate** – plan for further flashbacks? Include further models or worked examples in next lesson(s)? Provide scaffolding?
- **Extend** – challenge through reasonable adjustments or by providing a challenge, in the form of a your turn task (YT).

Proofreading and Editing Writing

We recognise that writing is a complex process where children use many skills, transcribing and composing their extended written pieces. To support children's abilities to recognise how to improve their writing, we teach them how to proofread and edit their work.

To ensure that the work is independent, feedback should not be directed to individual errors or misconceptions within the writing but rather redirect the writer to consider their prior knowledge and the correct application of this e.g.

- *"You have included a relative clause here. Think about how you could include figurative language in your next paragraph."*
- *"What word class is used in an expanded noun phrase? Think about how you could describe the setting using an expanded noun phrase."*
- *"Consider when you need to use capital letters as you proof-read your work."*

After the initial draft and any editing lesson, feedback will be indicated with green (a part of the writing to celebrate – this should be showing elements from the learning ladder) and pink (an area of writing that still needs to be developed).

If the child has not met the learning objective, modelling must take place in marking: MT (my turn) or a your turn task must be set (YT).

The teacher must also indicate where spelling errors have been made (sp in the margin or ).

When providing feedback to an independent piece of writing (before publishing), feedback must be focused and relate to only two aspects of writing.

We provide feedback in two stages, over two lessons, relating to:

1 – Impact and Grammar

2 – Spelling and Punctuation

Publishing Writing

If mistakes or misconceptions are still present after editing, the teacher must correct these and provide feedback, before children publish.

The published piece of writing must also be checked for any errors relating to basic spellings or punctuation that still remain and the child must correct this in purple pen.

Acknowledgement of Work

At Park Hill Primary School, we understand that different subjects require different approaches to feedback.

However, all pieces of work must be acknowledged by a teacher. This is so that children continue to feel motivated and know that their teacher has looked at their work.

In books, this may be through ticking the T box if children have met the L.O. and by ticking / using green highlighter to highlight elements of the learning ladder or key vocabulary where relevant.

If children have not met the L.O., evidence of feedback must be present, for example, ticks, dots, pink highlighter and teacher models (MT). Where necessary, a your turn task (YT) should be given to help the child bridge a gap in their learning.

On Seesaw, acknowledgement should be in the form of the teacher “liking” the piece of work, for example:

On Seesaw, it may also be necessary to provide a my turn (MT).

Resources

Resources printed with subheadings reduce the need for “administrative” marking, for example, to indicate how children completed the learning activity.

- Flashbacks – this activity helps children remember previous learning. It will not relate directly to the L.O. but to learning from a previous lesson (bronze), lessons within that academic year (silver) or lessons within a previous academic year (gold).
- Paired / Group Task – children have worked collaboratively on the learning activity.
- Writing checklists – these enable children to include elements of the Learning Ladder in a written piece of work and can be colour-coded for the level of challenge.