



Effective Feedback Policy

Principal: Joanne Munro
Chair of Governors: Charlotte Flower

1. Purpose of Feedback

Feedback at Peover Superior exists for one reason: to help pupils learn more and remember more.

Feedback must:

- Tell pupils what they have done well.
- Identify what needs to improve.
- Give pupils time to respond.
- Inform future teaching.

2. Core Principles

Feedback at Peover Superior will be:

- Timely – given during or immediately after learning whenever possible.
- Actionable – pupils must know what to do next and be given opportunities to act on feedback immediately.
- Proportionate – workload-sensible; no unnecessary written comments.
- Inclusive – accessible to all pupils, including those with SEND.
- Consistent – the same expectations across subjects and phases.
- Foundational – feedback will reinforce the key transcription skills appropriate to pupils' age and stage, including letter formation, handwriting, spelling, punctuation and presentation, so that these become embedded and automatic.

3. Types of Feedback

Teachers will use a blend of:

- Live verbal feedback (most common and most effective).
- In-the-moment prompts during lessons.
- Light-touch written feedback where appropriate.
- Self and peer review, including opportunities to revise composition before editing transcription skills (Modelled and scaffolded)
- Targeted written feedback for extended writing or significant pieces.

Effective Feedback

Effective feedback should:

- Be given in the moment wherever possible so pupils can respond immediately
- Prioritise high-quality verbal feedback and discussion over lengthy written comments.
- Be specific, actionable and encouraging, clearly identifying the next step for improvement.
- Encourage self- and peer-feedback so that pupils become increasingly reflective and independent learners.
- Provide pupils with time to respond to feedback and improve their work.

Education Endowment Foundation's Guidance Report, 'Teacher Feedback to Improve Pupil Learning'



Teaching staff at Peover Superior provide high quality initial instruction alongside clear learning intentions and ongoing formative assessment methods in order to elicit evidence of progress and assess gaps in learning. These gaps will then be addressed by the feedback given to pupils by adults. Feedback should be informative, effective, and reflective, and both written and verbal feedback must impact positively on pupil progress. We understand the importance of quality first teaching and learning, and recognise that feedback must come after this and build on the learning that has already taken place. As a result, feedback given to pupils at Peover Superior focuses on the **task**, the **subject**, or the learner's own **self-regulation** strategies.

Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

4. Roles and responsibilities

The Principal/Assistant Principal is responsible for:

- Ensuring that this policy is implemented, consistent, monitored and remains effective.
- Assessing whether 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 classes within the school

Regardless of the feedback method used, teachers will routinely reinforce the school's expectations for presentation, handwriting, spelling and punctuation. Teachers will use professional judgement to decide which errors to address, ensuring that feedback remains purposeful and manageable while supporting pupils to develop independence as writers.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making good progress.
- Ensuring that pupils understand the feedback they have been given and give them time to respond and make corrections.
- Allowing pupils to ask questions in regard to any feedback they have received.

5. Expectations

Teaching staff are expected to:

- Provide feedback that offers clear information about why pupils have done well.
- Judge whether written or verbal feedback should be given.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.

Reinforce age-appropriate expectations for handwriting, letter formation, spelling, punctuation and presentation across both the core and wider curriculum.

Last updated July 2026

- Promote pupils' independence by encouraging them to identify, edit and correct errors themselves wherever possible.
- Ensure pupils are given dedicated time to respond to feedback and improve their work.
- Where a next step is identified, it should be specific, actionable and clearly communicated so that pupils know exactly what to improve. Teachers will use the school's agreed marking system to identify next steps, enabling pupils to respond and improve their work promptly.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework, and present their work neatly.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Routinely reread, discuss and revise their writing to improve its meaning, organisation and impact before editing spelling, punctuation, grammar and presentation.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

6. Subject Specific Expectations

Maths:

Daily review of work.

- ✓ for correct answers; • for errors or areas to revisit.
- Pupils correct in purple pen during the lesson or in a short follow-up task.
- Misconceptions addressed immediately through live feedback.

English:

- Extended writing receives targeted written feedback where appropriate (not every piece).
- All other writing receives live verbal or light-touch written feedback.
- Teachers will routinely reinforce the accurate spelling of statutory Common Exception Words and National Curriculum spelling patterns appropriate to each phase. Particular attention will be given to ensuring that: pupils in Years 3 and 4 accurately apply the Year 1 and 2 Common Exception Words and spelling rules;
pupils in Years 5 and 6 accurately apply the Year 1–4 Common Exception Words and spelling rules alongside Year 5 and 6 expectations.

Revising and Editing

Revising and editing are distinct but complementary parts of the writing process and should be embedded throughout teaching rather than taught as separate stand-alone lessons.

Revising focuses on improving the composition of writing. Pupils should be encouraged to reread their work, read it aloud, and consider whether it: communicates meaning clearly; is cohesive and well organised; achieves the purpose and audience of the writing; could be improved through adding, removing, reordering or refining ideas.

From Year 3 onwards, pupils will begin developing revising skills through structured discussion, paired work and teacher modelling before becoming increasingly independent.

Editing focuses on transcription skills, including spelling, punctuation, grammar, handwriting and presentation. Editing is about correcting errors so that the final piece is accurate and meets age-related expectations.

EYFS/KS1

- Adults model and reinforce correct letter formation.
- Teacher highlights or underlines up to three spellings and supports correction.
- Teachers reinforce capital letters, finger spaces and full stops as appropriate.

Lower KS2

- Teachers may underline spelling errors for pupils to correct independently.
- Pupils are encouraged to edit punctuation and presentation.

Upper KS2

- Teachers will normally indicate spelling errors (e.g. Sp in the margin or a wiggly underline) rather than providing the correct spelling.
- Pupils are expected to locate, proofread and correct errors independently using classroom resources and prior learning.
- Teachers reinforce accurate punctuation, ambitious vocabulary and grammar appropriate to the year group.

Wider Curriculum:

Feedback focuses primarily on subject knowledge and disciplinary skills.

- Teachers will routinely reinforce the school's agreed foundational skills appropriate to the age and stage of the pupils. These include:
 - correct letter formation (where appropriate)
 - handwriting and presentation
 - statutory spellings and common exception words
 - accurate spelling of subject-specific vocabulary
 - capital letters, punctuation and sentence demarcation appropriate to the year group.

- Teachers will use professional judgement to decide which transcription errors to address so that feedback remains purposeful and manageable.
- Pupils will be expected to edit and improve their work in response to feedback, developing increasing independence as they move through the school.
- Extended writing completed within the wider curriculum may receive more detailed feedback in line with English expectations.

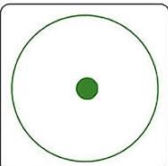
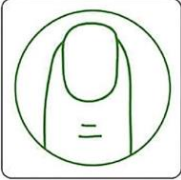
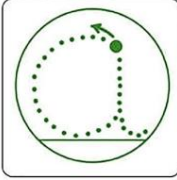
SEND Considerations:

- Feedback must be accessible and achievable.
- Teachers adapt feedback methods (e.g., verbal, scaffolded prompts).
- SENCO consulted where needed.

EYFS:

Feedback is primarily verbal, immediate and practical, enabling misconceptions to be addressed at the point of learning.

- Adults model and reinforce correct letter and number formation, pencil grip and early handwriting habits.
- Stamps, visual prompts and simple marking cues may be used to celebrate success, reinforce learning and support children in recognising their next steps.
- Adults reinforce early foundational skills, including letter formation, finger spaces, capital letters, full stops (where appropriate) and correct number formation.
- Children are encouraged to reflect on and improve their work with adult support, developing increasing independence over time.

	Check capital letters		Check full stops
	Check finger spaces.		Check letter formation
CI – child initiated I – independent S - supported			

Whole-school Marking Codes:

These codes may be written in the margin or next to the relevant part of a pupil's work.

- **✓ Correct** — The work is accurate
- **• Review/incorrect** — Something needs checking or correcting
- **VF Verbal feedback** — The teacher has spoken to the pupil
- **Sp Spelling** — A spelling needs correcting
- **CL Capital letter** — A capital letter is missing or incorrect
- **FS Full stop** — A full stop is missing or incorrect
- **P Punctuation** — Other punctuation needs reviewing
- **LF Letter formation** — Improve letter formation
- **NF** — Improve Number formation
- **HW Handwriting** — Handwriting needs attention
- **^ Missing word** — A word has been left out
- **I Independent** — Work completed independently
- **S Supported** — Work completed with support

KS1 (Years 1–2)

Pupils are learning the basics of writing and the marking system.

Typical amount: 1–3 codes per piece

Focus on foundational skills:

LF

HW

CL

FS

Frequent VF and modelling

Codes are always explained verbally

Teacher stance

“Let’s fix this together.”

LKS2 (Years 3–4)

Pupils are developing understanding of the codes and how to act on them.

Typical amount: 3–5 codes per piece

More live marking and verbal feedback

Teachers may mark more errors to model expectations

Focus on high-value basics: LF, Sp, CL, FS, P

Teacher stance

“I’ll help you spot and fix it.”

UKS2 (Years 5–6)

Pupils should recognise and act on codes independently.

Typical amount: 2–4 selective codes per piece

Teachers highlight representative errors, not every mistake

Pupils expected to find and fix additional issues

Codes used as prompts for self-editing

Teacher stance

“You should recognise and improve it yourself.”