

Feedback Policy						
Approved by	LAC	Issue Date	Sept 25	Review Date	Sept 28	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓



At Church Eaton Primary School, feedback takes the forms of verbal and marking. Both are essential tools to support pupil learning, build confidence, and ensure high standards. This policy clarifies how we give feedback and reinforce core expectations.

Verbal :

- Usually given during or immediately after learning allowing pupils to respond straight away.
- Helps pupils understand what they did well, what to improve, and how to do it.

Examples:

- “Can you add an adjective here to make your sentence more exciting?”
- Verbal praise: “Excellent use of capital letters in this paragraph!”

Marking

- Reviews work to record achievement and progress.
- Linked to learning objectives and non-negotiables.
- Provides a permanent record of attainment over time.
- It can be ‘live’ and completed with the children within the lesson or completed afterwards

Examples:

- Highlighting work in pink to show a pupil needs to think or improve.
- Highlighting work in green to show the pupil has got it.
- Writing comments on objectives achieved.

Feedback ensure pupils understand their successes, know their next steps, and develop pride in their learning.

Targeted Feedback, Misconceptions and Non-Negotiables

By clearly distinguishing between Targeted Feedback, Misconceptions, and Non-Negotiables, we ensure that feedback is:

- Fair – children understand the type and purpose of the feedback/ marking they receive.
- Focused – teachers target their marking to help pupils make meaningful progress.
- Supportive – pupils learn that making errors is part of learning, and that meeting non-negotiables shows pride and responsibility in their work

1. Targeted Feedback

Targeted feedback is a focused approach where teachers highlight specific areas of a pupil’s work that relate directly to the specific learning objectives of the lesson. It identifies what the pupil has done well and where improvement is needed. This forms the starting point for all feedback at Church Eaton.

Examples:

- Adding detail to a sentence when the focus is on expanding noun phrases
- Checking a calculation in a lesson on division

Verbal	Marking
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Linked to learning Objective:

- *Can you add an adjective here?"*
- *"Check your sum carefully."*

- Green highlighting/pen underneath the example: Shows the pupil has achieved the objective or standard.
- Pink highlighting/pen underneath the example: Shows the pupil needs to think, correct, or improve.
- Pupils to use purple when providing feedback/corrections on their own work.

2. Misconceptions

Misconceptions are deeper misunderstandings of concepts, processes, or skills that can be identified whilst providing targeted feedback. They require support, re-teaching, and guided practice to rebuild understanding. Feedback on misconceptions aims to promote long-term learning rather than quick correction.

Examples:

- Thinking subtraction always makes numbers smaller.
- Confusing area and perimeter in maths.

Verbal	Marking
Teachers address misconceptions promptly using modelling, and guided practice.	<ul style="list-style-type: none"> • A gap task is set to address the misconception. These can be set to the individual, groups or the whole class. • This task should be linked to the learning objective and designed to consolidate understanding. • Gap tasks are clearly indicated in pupils' books, for example by writing: "Gap Task"

3. Non-Negotiables

Non-Negotiables refer to essential expectations that must always be met, such as the use of standard conventions, presentation requirements, or key subject-specific rules. All children have a non-negotiable bookmark indicating the essential expectations that apply to them. Monitoring: Repeated failure to meet a non-negotiable triggers additional support or modelling.

Examples:

- Capital letters and full stops in every sentence once it has been taught.
- Writing the date and learning objective at the top of the page.
- Neat handwriting and letter formation once it has been taught.
- Using kind and respectful language.

Verbal	Marking
Pupils are supported to correct errors and meet expectations consistently. Pupils are praised for consistently meeting non-negotiables.	Non-Negotiable Bookmarks provide a visual, child-friendly checklist of key expectations. They indicate all the areas that we consider to be non-negotiables for the children

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- Pink highlighting in the margin: Shows a non-negotiable has been missed on that line and the children will need to think or improve.
- Pupil response: Children can use the bookmark to review and correct their work, ticking or initialling boxes when standards are met.
- Pupils to use purple pen to correct a non negotiable when providing feedback on their own work.

Marking Codes and Guidelines

- **G = Guided Work**

Indicates that the work was completed with teacher direction or support.

- **VF = Verbal Feedback**

Indicates that the pupil received **oral feedback/ teacher prompt** to support them to achieve their work. E.g to correct a mistake

- **Orange pen** is used by the adult to annotate the work, describing **how the work was completed** or providing feedback. If a child records their answers verbally this is put in inverted commas within this.
- LSA- worked with Learning Support Assistant-
- S – Supply (Recorded in top left of page by the date)