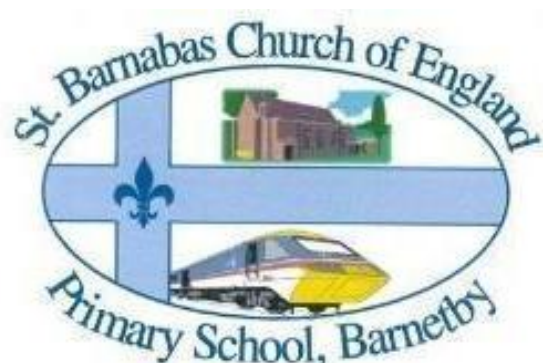


St Barnabas & St Helena's C of E Primary School Federation

"Learning Together to Unlock Our Potential"



Feedback Policy and Procedure 2026

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At St Barnabas and St Helena's Federation, we will ensure that children receive detailed feedback in a timely manner that allows children to understand where work could be improved or what they have achieved.

Rationale

*'The most powerful single moderator that enhances achievement is feedback' John Hattie
...the impact of feedback is 124 times more cost effective than reducing class sizes'*
Higgins/Sutton Trust Report

'Research shows that timely and accurate feedback provides a positive impact;
<https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback>

Aims

We "live mark" as much of the children's work as possible and give feedback in the moment in order to:

- provide them with specific information on the extent to which they have met the learning outcomes or success criteria
- give them a clear understanding of where they are in the learning process and what they need to do next to make them even more successful
- show that we value their work;
- boost their self-esteem and aspirations through the use of praise and encouragement
- promote self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others
- share expectations
- provide a basis for summative and formative assessment
- provide the ongoing assessment that informs our future lesson planning

How we feedback to the children.

We recognise at our school that the more immediate the feedback is, the more impact it will have. In line with this philosophy and to take account of teacher workload, work where possible, will always be marked live, and instant verbal feedback given wherever possible and appropriate.

Identification and Verbal feedback

- Teachers or Teaching Assistants will give verbal feedback within the lesson.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants within the lesson, highlighting will illustrate where children need to acknowledge good work or identify areas to "fix"
- Marking will use the two colours - green is great and highlights any work/words/concepts that are particularly impressive or that relate directly to the learning outcomes. Yellow indicates a misconception, wrong answer or an area that children may need support with
- There is an expectation that children respond to the yellow highlighted work within the lesson or at the start of that next lesson, a purple biro pen will be used to demonstrate edits.
- Where common misconceptions are found, these will be marked and will be identified as a future whole class teaching point.

Self-Assessment and Peer Assessment

- Children need to evaluate their own and others' work, to identify progress and help the teacher to provide future work.
- Marking stations will be used in maths in Y1/2/3/4/5 & 6. Children will not 'cheat' and will use the embedded attitude of "not stealing our struggle" to ensure self-corrections are individuals work.
- Children can use a purple pen to edit and improve their own work after self-assessment
- Checklists or success criteria should be used to support self and peer assessments

What do we expect from children?

- Read and respond to the marking.
- To highlight any improvements made, children will work in purple pen
- Take pride and care in the presentation of their books reflecting the high standard that is expected
- Put a line, drawn with a ruler, in bold through any corrections.

Monitoring arrangements

All members of staff are expected to be familiar with the policy and to apply it consistently. Feedback and the impact of this will be monitored by the subject leaders during book looks and subject triangulation and monitoring work.