

# ABBHEY HILL PRIMARY AND NURSERY SCHOOL FEEDBACK POLICY

*To give effective feedback, the teacher needs to know the student—to understand what feedback the student needs right now. Dylan William*

## WHY DO WE GIVE FEEDBACK?

The EEF guides that feedback: “should aim to (and be capable of producing) improvement in students’ learning.

The core purpose of feedback is always to further pupil’s learning: to improve the children’s ability to perform something they have not yet attempted or achieved.

In giving feedback, we can look at what pupils can do *now* and use our professional expertise to think about what they *may* be able to do in the future and *how* we can support them to get there.

Positive feedback is important.

Sometimes we may simply want to see work improved from a previous version but this is not the main aim of feedback.

Feedback that is delivered closest to the point of action is the most effective. In the moment, (live) feedback has a greater impact than comments provided later.

## HOW DO WE GIVE FEEDBACK?

### In the moment

Oral feedback, typically given most-immediately to a pupil, group or class, has profound capacity to make an impact and the highest likely impact overall (EEF). We should prioritise this. It involves:

- Teacher/TA navigating the room
- The child taking immediate action on the feedback given (with chance to do so)
- May, but doesn’t *need* to involve physical marking of work.
- Is task-related.

### Post-Lesson

- Most often intended for a pupil, group or class to read.
- Could be anonymised, under a visualisers and still given verbally – post-lesson marking does not need to be written
- What is written/recorded should be suited to the audience.
- There needs to be time for the pupil(s) to act on it, as close to when it was marked/completed as possible.



## Self-led

- This can give children immediate feedback but is best utilized where answers are yes/no, closed questions
- Pupils will need support to do this accurately
- It should be seen and valued by pupils as a way to improve, not to compete with others.
- Children may be given a success criteria in pieces of work, to reflect on their own successes and areas to develop – this can be useful formative assessment
- Children may write or share their own overall reflection, communicated in a way appropriate to their next steps and stage.
- At Abbey Hill, particularly in Key Stage 2, pupils are encouraged to self-mark against provided answers. This provides opportunity for pupils to reflect on their learning, subsequently, acquiring a level of autonomy. This approach enables pupils to self-evaluate and as a result, provides appropriate challenge throughout the learning exchange.

## Peer-led

- This is best achieved with modelling of expectation and method
- It should facilitate a dialogue, not a judgement or competition
- The focus should be on the language of learning, modelled by the teacher either with a success criteria or a clear focus about what pupils are looking for.

As a school, we advocate the communication of feedback closest to the point in which it is delivered.

## HOW DO WE ADAPT FEEDBACK?

Overly-detailed marking (which may not be of significant benefit to the pupil) is not an expectation. As a relational school, we pride ourselves on knowing our children and what they need. Therefore, adaptations will be made by staff to ensure the feedback given to individuals meets their stage and needs. This may mean symbols being used in KS2. For some pupils, excessive colours or annotations on work can impact on cognitive load and this informs decisions staff make.

Dual-coding forms a basis of how school communicates with its pupils and additional symbols, beyond the policy, maybe be used in consultation with the SENCO to support pupils to understand and move their learning on.

Pupil voice, including that gained through monitoring and Book Study exercises, tells us our pupils find live/near-live verbal feedback most impactful and helpful.



# CAN YOU BE 'PROUD' OF YOUR LEARNING?

We have high expectations and celebrate effort and achievement at Abbey Hill. We want our Abbeyhillians to take pride in what they do, feel proud of what is in their books, on their walls and within themselves. Being 'Proud' of our learning means to have:

Can you be **PROUD** of your learning?

**P** Presented neatly

**R** Reflected or read it back

**O** On time and on task

**U** Used anything to help me

**D** Done my best

Abbey Hill Primary and Nursery School

*Achieving our dreams together*



## WHAT DOES FEEDBACK LOOK LIKE?

At Abbey Hill, pupils are encouraged to take an active role in the feedback and marking exchange. Staff consistently model the use of the cursive script in line with the school's handwriting policy. All marking will reinforce our 'Proud' expectations – can you be proud of what you have achieved?

Marking and feedback provided by an adult uses *green* ink.

Pupils will write in *pencil* or *black pen*

Self and peer-marking, including correction/reflection is done in *blue* ink.

<p><b>English</b></p> <p>Marked against learning objective and our 'Proud' expectations. Symbols used. All learning is interacted with at least verbally and evidence is seen in the progress made over time or in blue responses by pupils.</p>	<p><b>Maths</b></p> <p>Answers and responses marked either by pupil or teacher/TA Written prompt if appropriate and to move learning on (mindful of audience) Proud expectations reinforced if appropriate.</p>	<p><b>Learning Project</b></p> <p>Learning objective highlighted if achieved A written comment given if appropriate to celebrating or moving learning on. If LO not highlighted, evidence of how the learning can be moved forwards with pupils having addressed in blue.</p>
<p><b>Verbal</b></p> <p>No expectation to visually record verbal feedback being used. The impact (evidence) of this should be seen in the progress and outcomes over time including blue pupil work in response to feedback.</p>	<p><b>Symbols</b></p> <p>Use of symbols indicates and informs pupils of their performance, corrections and possible revisions to outcomes.</p>	
<p><b>Test Scores</b></p> <p>Pupils within KS2 benefit from knowing their test scores and specifically what aspects they may need to work on.</p>	<p><b>Checklists</b></p> <p>Writing checklists are used to inform self and peer evaluation of extended pieces of writing. Teachers use these to support marking of extended writing</p>	
<p><b>Live Marking</b></p> <p>Can be used on a 1:1 basis at the point of delivery or as a teaching point using the visualiser to make explicit successes and areas for future learning.</p>	<p><b>Celebration</b></p> <p>Praise for effort and/or academic achievement is welcome. It may be shown and recognized with a physical reward. Staff are encouraged to send children to other classes and/or the headteacher to celebrate effort and achievement and reinforced the pride we take in our learning at Abbey Hill.</p>	



## WHAT SYMBOLS DO WE USE?


The following symbols are used to both mark children's work and to set success criteria:

\_\_\_\_\_ (sp in margin) - Spelling error. *Some children may only require the sp prompt and should be encouraged to find the spelling mistake themselves within the line\*.*

ABC (in the margin) - Capital or lower case letters are incorrect. *Most Children should be encouraged to find the mistake themselves within the line.*


abc - Inconsistencies with handwriting such as incorrect letter formation, reversal of letters or handwriting which isn't joined,

Aa - Inconsistencies in the size of handwriting or incorrect ascenders and descenders

 - Finger spaces

• - Check punctuation *Some children may only require the • prompt and should be encouraged to find the punctuation mistake themselves within the line.*

Re-read

 - Check your sentence makes sense

*\*children should show their spelling correction to an adult/peer on whiteboards or 'have a go' sheet before correcting it in blue pen. This is to prevent the word being spelt incorrectly on a second attempt.*

The following page provides a classroom version of this poster.



# MARKING SYMBOLS

\_\_\_\_\_ + sp in margin  
Check your spelling.

ABC

Check your capital and lower case letters are in the right place.

*abc*

Check your handwriting for joining and letter formation.  
Do your letters look right?

Aa

Check the size of your letters.

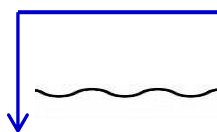


Have you used finger spaces?



Check punctuation.

Re-read



Re-read to check your sentence makes sense.

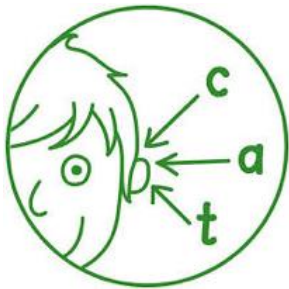


# EARLY YEARS MARKING SYMBOLS AND STRATEGIES

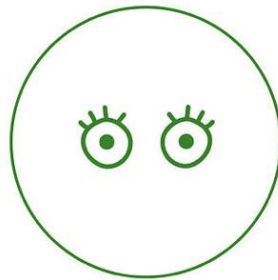
Feedback is given verbally for all areas of the curriculum. The Foundation Stage staff respond in the moment to pupils' questions and answers. Misconceptions are addressed and new vocabulary is introduced and reinforced.

In writing, visual aids are used at the start of the lesson as a reminder of expectations and in the plenary to give immediate feedback to groups and individuals.

Pupils' work is celebrated by sharing with other members of staff in the FSU team. Daily Star Worker is awarded to an Abbeyhillian for showing outstanding achievement.



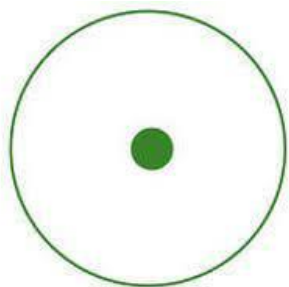
Listen for sounds



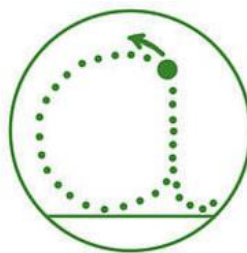
Look carefully



Capital letters



Full stops



Letter formation



## HOW IS THIS POLICY MONITORED?

Senior leaders will ensure this policy is followed consistently throughout the school by work scrutiny and lesson drop-ins. Feedback from scrutinies will be given in staff meetings or to individual staff members.

This policy will be reviewed in July 2026.

