



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Feedback Policy 2026

Then God said, “Let us make humankind in our image, in our likeness” Gen 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

At Marlow C of E Infant School, we know that good quality feedback (information given to pupils either verbally or written about their performance relative to learning goals or outcomes) furthers the children's learning and so make a major contribution to the delivery of a high-quality education for all learners. It is also an extremely effective medium for ensuring that the children are aware of their own progress and how they can improve. The work on Growth Mindset that the school has engaged in has allowed us to develop resilient learners who are always looking for ways to improve. The feedback given, whether it be teacher-pupil or pupil –pupil should be 'Growth Mindset' in nature and develop the children as meta learners. This will support the children to become more independent learners and develop their ability to think about how they learn and self-regulate. **(See Appendix 1 Feedback in Practice)**

Context

Feedback helps children to understand their learning process and as a school we see this as an essential part of developing metacognition processes. The policy on Feedback at Marlow C of E Infant School starts from some key evidence drawn from the Education Endowment Foundation (EEF) toolkit summary of research into Feedback.

This policy is underpinned by the evidence of best practice from the EEF. The Education Endowment Foundation shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils that they are wrong

This policy has at its core seven principles:

- The sole focus of verbal and written feedback should be to further children's learning
- The focus is on the impact of the feedback on children's learning and the need to ensure that the pupils understand their feedback so that the impact is maximised
- Written comments should be accessible to students according to age and ability
- Feedback delivered closest to the point of action is most effective. As such feedback delivered in lesson is more effective than comments provided at a later date
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments. This is the feedback a teacher gathers as a lesson progresses. This is where real immediate action should have immediate impact.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When learning is reviewed, it should be acknowledged in books

If I had to reduce all of the research on feedback into one simple overarching idea, at least for academic subjects in school, it would be this: Feedback Should Cause Thinking. Dylan William

Policy Aims

This Feedback policy establishes an approach to how teachers and teaching assistants use feedback, provide feedback and encourage children to use and respond to feedback.

We want feedback to be meaningful, motivational and manageable. The approach is focussed on making feedback more effective so that it leads to rapid learning.

Feedback is given in three ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a task/lesson
3. Review feedback – away from the point of teaching (including written comments)

The three types of feedback above are in descending order of importance and level of impact.

In order to ensure that feedback has the most impact we aim to give as much immediate feedback as possible. This will help to ensure that written feedback is manageable and reduce the need for evidence of the impact of written feedback.

Evidence of feedback will be seen in the children's rapid progress through the curriculum. ***Appendix 2 (What feedback looks like in learning)*** outlines what the different types of feedback look like and where evidence of the impact can be found.

Feedback

There are many different forms of feedback of which written feedback is only one. The aim of all these methods of feeding back is to engage the pupils with the feedback, provide teachers and pupils with information about the pupil's performance and how to improve it.



Feedback **for** Learning (formative)

When Feedback for Learning is used:

- A diagnostic or developmental comment is given;
- Feedback is given as an integral part of classroom practice;
- It informs the short term planning cycle;
- It informs teachers/support staff about the progress of children;
- Provides information for other adults.

Feedback **of** Learning (summative)

When Verbal and Written Feedback of Learning is used:

- When children produce summative pieces of work, these are assessed but the assessments are not shared with the children, Feedback, however, relates to the next steps which will move their learning on and a comment is made relating to target achievement.

Feedback practice

A WALT (We are learning to... (Learning objective) should be written or stuck in children's books for each piece of work.

The written feedback code will be used when reviewing or summarising work (**Appendix 3**).

When adults give written feedback on pupils' work, they use a green pen.

Each year group in Key Stage 1 will have planned time for pupils to respond to feedback.

The written feedback code will be shared with pupils and a copy of the code ('*When your teacher gives you feedback on your learning*') will be stuck inside the front cover of each of the pupils' exercise books for core subjects so that they are able to refer to and learn to understand it. (**Appendix 4**)

A larger version of the written feedback code '*When your teacher gives you feedback on your learning*' is displayed in each teaching area and referred to during lessons and independent learning.

A copy of the '*Guidance for written feedback on children's learning*' is displayed on or near the teacher's desk in each classroom (**Appendix 3**)

Teachers and teaching assistants have high expectations of pupils' presentation of their work. These expectations are shared with pupils and feedback about presentation is also included as part of the feedback policy. The school has developed an outline of how presentation and the application of the feedback policy progresses as pupils move through their learning and year groups. (**Appendix 5**)

All pupils will be encouraged to review and self-assess their learning. As they progress through the school, they will be taught how to edit their written work. To do this they will use a purple pen.

- **Pupil-Centred Practices**

Pupils will:

- Be given the opportunity to self-assess and/or peer assess in pairs or in groups (See **Appendix 5** for when this is introduced in each year group) or write a comment about their work;
- Be given the time to act upon the feedback (e.g. at the beginning of the next lesson or at the start of the morning or afternoon);

- **Teacher/Teaching Assistant-Centred Practices**

Teachers/Teaching Assistants:

- Are selective in the aspects about which they choose to comment;
- Be aware of the needs of children with SEN and adapt the feedback accordingly;
- Will acknowledge the pupil's achievement against the learning objective and/or success criteria;
- Will give next steps in learning;
- Recognise effort as well as quality;
- Use the information gained together with other information, to adjust future teaching and learning strategies;
- Understand that the feedback given and next steps will need to be adapted depending on the age and ability of the pupils. All pupils should be able to access the feedback and act on it. They will use the symbols detailed in **Appendix 3 (Feedback code)** which have been designed with infant age children in mind;

- **School-Centred Practice**

- School practice is consistent and the Feedback Policy should be read in conjunction with the school Assessment Policy;
- The Feedback Policy has been discussed with all new members of staff and the practice reflects school policy;
- The principles of feedback and marking are shared with parents.

Staff development and training

Staff development and training is provided in the following ways:

- School based INSET – the policy will be revisited at the beginning of each academic year with all members of the teaching team;
- This policy will be shared with all new members of the teaching team as part of their induction;
- Liaison with appropriate county and national services;
- Working alongside other teachers, visiting other classrooms as an observer or working with school improvement advisors to share good practice.

The Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching. With regard to the implementation of this policy, they will monitor through governor visits, questioning at governor meetings and reviewing of School Improvement Advisor reports.

Monitoring and evaluation of Feedback policy

The effectiveness of the policy will be monitored during the year through:

- Monitoring of Feedback by the Assessment lead, subject leaders and the SLT;
- Visits from the inspectorate or advisory team;
- Consultation with staff;
- Sampling of pupils work;
- Pupil Voice;
- Governors to monitor through discussions with the Headteacher, the SLT and the leaders of individual subjects.

The following criteria can be used as a measure of success:

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

This policy will be reviewed annually

Policy reviewed: January 2026

Next Review: January 2027

Appendix 1

Feedback in Practice

When giving pupils written or verbal feedback, we aim to help develop their thinking about their learning so that they become more effective learners which not only means they progress through their learning at a quicker pace but also prepares them for their next steps in education.

Questioning forms an important part of feedback and helps to 'cause thinking'. Below are some examples of questions and statements that can be used in practice to help develop the meta learner.

Metacognition Questions

Are there any other different ways that you could solve the problem?

How are you getting on with the task? Which step are you on? What do you need to do next?

What did you think about what was said? Do you agree or disagree? Why?

Do you understand the goal of the task? Would it help to have the task explained in a different way? Tell me what you need to do, first, second, third etc.

Are there any other ways of explaining this?

What could you do to help you understand the goal of the task? If you don't understand what could you do?

Is there anything slowing you down? What strategies could you use? Are you ready to learn?

How did you do this? Can you explain how you solved the problem? What did you do first? What steps did you take? How do you know that you have the correct answer?

What equipment could you use to help you complete the task? What could you use to help? Which way worked best? Why was this way better than that way?

Have you seen any tasks like this before? Are there any patterns in what you see? Will these help you to complete the task you are doing now? I wonder what you notice about ...

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This type of question or statement can be used both in written and verbal feedback.

In written feedback, questions or statements can be used at the bottom of a piece of written work and pupils will be given time to respond.

Another way to move pupils' learning forward is to use examples to help them improve their understanding. Children will be given time to respond.

Eg.

When a pupil is finding it difficult to understand the use of adjectives in a sentence:

- A scaffolded sentence could be written by the adult with alternative words supplied. The pupil chooses the correct word to fill in the gaps.

In any subject stem sentences could be used for pupils to complete.

- his can be used to check understanding, emphasise the importance of a fact or complete using the correct grammar

Appendix 2

What feedback looks like in learning

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Appendix 3

Written Feedback Code

When your teacher gives you feedback on your learning



Learning objective achieved/success criteria met.



Learning objective not achieved, more practice is needed.



You have not tried your best.

WH

You have worked hard.



You have read your work to check it.



Remember your full stops.

Ahe

Check this word

C

Correction needed in maths.

When your teacher gives you feedback on your learning



Remember to use full stops.



Remember to use capital letters.



Remember to use finger spaces.



Focus on your handwriting.



Focus on this spelling



Focus on your phonics.



Next steps...

Guidance for giving feedback on children's learning

- Give feedback against the learning objectives or success criteria
- Link success and improvement to learning objectives
- Give time to allow children to read through comments and respond.



This work has been completed independently



This work was supported by an adult.



Verbal feedback was given.



If you are not the class teacher, please initial the child's book when marking EG JB = Jane Brown

C

Correction needed when working in Maths.



Next steps

Appendix 4.

Written Feedback Code for exercise books

When your teacher gives you feedback on your work



Learning objective achieved/success criteria met.



Learning objective not achieved, more practice is needed.

WH

You have worked hard.



You have not tried your best.



You have read through your work to check it



Remember your full stops.

the

Check this word.

C

Correction needed in maths.



Remember to use full stops.



Remember your capital letters.



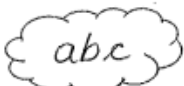
Remember to use finger spaces.



Focus on your handwriting.



Focus on this spelling.



Focus on your phonics



Next steps...

Appendix 5

Progression of Presentation and Application of Feedback Policy



Progression in Presentation and Application of Feedback Policy

As teachers, we set high expectations for the children when they are presenting their work. The table below shows the progression that we expect to see across the range of a child's books. There will naturally be children that progress more quickly than others and this will be strongly encouraged and used as an inspiration. There may also be children who will have SEN or AEN and will need extra support to enable them to present their work.

Year and Term	What Adults Will Do	What Children Will Do
Year R Autumn Term	<ul style="list-style-type: none"> ● Use stickers to show the WALT and date for every session ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Use verbal feedback with children and use 'v' symbol in book 	<ul style="list-style-type: none"> ● Listen to verbal feedback from the teacher ● Pupils begin to self-assess using the feedback code on the stickers.
Year R Spring Term	<ul style="list-style-type: none"> ● Use stickers to show the WALT and date for every session ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Use verbal feedback with children and use 'v' symbol in book ● Introduce the feedback codes to the children, explaining what they mean ● Use the feedback codes to assess against the WALT and /or success criteria 	<ul style="list-style-type: none"> ● Listen to verbal feedback from the teacher ● Pupils to self-assess using the feedback code on the stickers.
Year R Summer Term	<ul style="list-style-type: none"> ● Use stickers to show the WALT and date for every session ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Use the feedback codes to assess against the WALT and /or success criteria ● Use the Written Feedback Code for next steps at the top of the next page so that pupils remember to act on it in the next piece of work. ● Introduce verbal feedback to children and use 'v' symbol in book 	<ul style="list-style-type: none"> ● Listen to verbal feedback from the teacher ● Look at the next step given when completing the next piece of work

Year 1 Autumn Term	<ul style="list-style-type: none"> ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Model the layout expected ● Teach and model how the Feedback code is used. ● Use stickers to show the WALT and date for every session ● Introduce verbal feedback to children and use 'v' symbol in book ● Use the face codes to assess against the WALT and /or success criteria ● Use the Written Feedback Code for next steps at the top of the next page so that pupils remember to act on it in the next piece of work. 	<ul style="list-style-type: none"> ● Listen to verbal feedback from the teacher ● Look at the next step given when completing the next piece of work
Year 1 Spring Term	<ul style="list-style-type: none"> ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Remind and model how the Feedback code is used. ● Use stickers to show the WALT and children write the short date ● Use the symbols from the Feedback Policy to show next steps ● Use the Feedback codes against particular aspects of the WALT (E.g. full stops) ● Work with the children to understand their written feedback ● Allow time for the children to self-assess their work against the WALT or success criteria ● Model how to use purple pen to edit work 	<ul style="list-style-type: none"> ● Write the short date and the WALT at the top of every piece of work ● Listen to the adults when working through written feedback ● Correct spellings, punctuation, grammar etc with the support of an adult or independently where possible ● Use face codes to show whether they have achieved the WALT ● Children begin to respond to written feedback independently
Year 1 Summer Term	<ul style="list-style-type: none"> ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Children write the short date and WALT ● Use the feedback codes against particular aspects of the WALT (E.g. full stops) ● Allow time each day for the children to reflect on their written feedback 	<ul style="list-style-type: none"> ● Write the short date and the WALT at the top of every piece of work ● Acknowledge face codes with initials ● Make specific corrections independently ● Start to use the Purple Pen to edit work ● Self-assess using the face codes ● Children begin to respond to written feedback independently

Year 2 Autumn Term	<ul style="list-style-type: none"> ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Model the layout expected and support the use of the ruler ● Provide next steps in the form of symbols, questions or requests ● Allow time for children to self-assess and show level of independence achieved ● Allow time for children to make corrections 	<ul style="list-style-type: none"> ● Write the short date and the WALT at the top of every piece of work ● Underline the short date and WALT with a ruler ● Self-assess using the face codes ● Use an 'S' or 'I' symbol to show whether they've worked independently or with support ● Make specific corrections independently ● Respond to written feedback; making corrections, answering questions and re-writing sentences. ● Use Purple Pen to edit work
Year 2 Spring Term	<ul style="list-style-type: none"> ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria ● Write the date and WALT clearly for all to see ● Provide next steps in the form of symbols, questions or requests ● Allow time for children to self-assess and show level of independence achieved ● Allow time for children to make or find own corrections 	<ul style="list-style-type: none"> ● Write and underline the short date in Maths books and the long date in all other books ● Write and underline a child-friendly WALT ● Respond to written feedback; making corrections, answering questions and re-writing sentences. ● Begin to find own corrections or improvements in finished work when self-assessing using face codes ● Use an 'S' or 'I' symbol to show whether they've worked independently or with support ● Begin to use peer assessment sensibly with the support and guidance of adults ● Use Purple Pen to edit work
Year 2 Summer Term	<ul style="list-style-type: none"> ● Use the symbols from the Feedback Policy to show next steps related to the WALT and/or success criteria. ● Provide next steps in the form of symbols, questions or requests ● Allow time for children to self-assess and show level of independence achieved ● Allow time for children to make corrections ● Make dictionaries accessible to children and provide guidance to use them effectively 	<ul style="list-style-type: none"> ● Write and underline the full date and child-friendly WALT for every piece of work ● Respond to written feedback; making corrections, answering questions and re-writing sentences. ● Use a dictionary to check spellings ● Use face codes against the success criteria ● Use Purple Pen to edit work