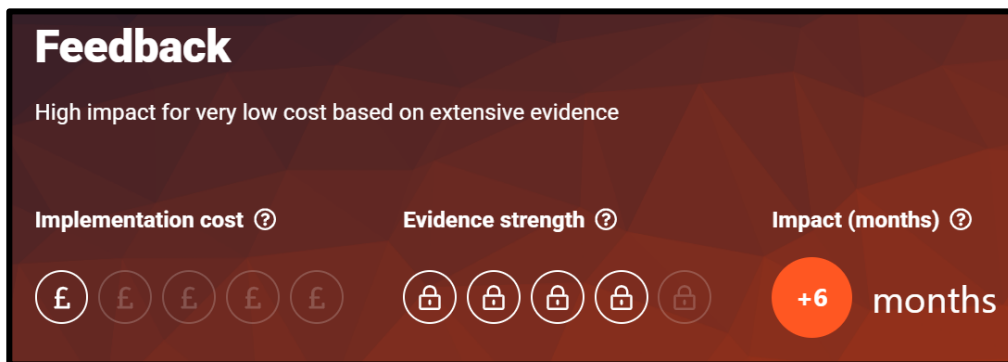


## Introduction

At St Dennis Primary Academy, feedback is a core part of effective teaching and learning. Our approach is grounded in evidence and designed to be meaningful for pupils and manageable for staff, ensuring that feedback leads directly to improved outcomes while avoiding unnecessary workload.

We align our practice with the Education Endowment Foundation's view that effective feedback should improve learning by redirecting or refocusing actions, be specific and clear, support further progress, promote pupil responsibility, and surface misconceptions so teaching can be adapted quickly.

We are also mindful of the Department for Education's findings that written marking is a significant contributor to teacher workload, so we prioritise approaches that maintain impact without burden. In line with advice from the National Centre for Excellence in the Teaching of Mathematics (NCETM), we recognise that the most important activity for teachers is high-quality teaching itself, supported by effective lesson design and preparation.



*Education Endowment Foundation, Teaching and Learning Toolkit*

## What effective feedback looks like at St Dennis

- Improves learning by redirecting or refocusing the teacher's or learner's actions.
- Is specific, accurate and clear, so pupils know exactly what to do next.
- Encourages and supports progress, keeping the focus on the learning goal.
- Is meaningful and sustainable, avoiding burdensome written marking.
- Promotes pupil responsibility, requiring pupils to identify and correct their own mistakes.
- Identifies misconceptions promptly, so teachers can adapt teaching and close gaps.

## Our key principles

- Purpose over paperwork: Feedback exists to improve learning, not to produce evidence. Evidence of feedback is incidental; we do not acknowledge-mark or generate comments for external scrutiny.
- Pupil ownership: Pupils act on feedback through editing, correcting and responding, with responsibility placed deliberately on the learner.
- Timeliness: Feedback is given in the lesson or at the next appropriate learning opportunity (usually the next lesson), so it can immediately influence progress.
- Responsive teaching: Teachers use feedback to adapt instruction in the moment, address misconceptions quickly and plan feedforward into subsequent lessons.
- Consistency across the curriculum: Expectations for presentation, handwriting, spelling and vocabulary apply in all subjects, not just English or maths.

## How this looks in practice

- Immediate feedback during teaching (e.g., live marking, cold call, show-me boards, visualiser modelling).
- Summary feedback at the end of lessons (e.g., low-stakes quizzes, whole-class checks).
- Feedforward planned into the next lesson, driven by whole-class feedback grids, with time for pupils to act (proofreading, editing, correcting).
- Summative checks used proportionately to confirm secure learning and inform next steps.

Type	What this will look like	Evidence
Immediate Feedback	<ul style="list-style-type: none"> <li>➤ Teacher or Teaching Assistant gathering assessments from their teaching e.g. Cold Calling, Show-me boards, Think, pair, share etc</li> <li>➤ Live marking to address misconceptions or errors</li> <li>➤ Immediate verbal feedback</li> <li>➤ Modelled examples</li> <li>➤ Whole class / group or individual based on targets</li> <li>➤ Jottings in book by Teacher or Teaching Assistant to model</li> <li>➤ Use of visualiser or iPad</li> <li>➤ Use of target stamps in all curriculum books</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson visit / learning walk / book look or Showbie / StepLab coaching</li> <li>• Pupil editing or redrafting <b>in red pencil (KS1) or pen (KS2)</b></li> </ul>
Summary Feedback	<ul style="list-style-type: none"> <li>➤ Evaluates learning from the lesson and often takes place at the end</li> <li>➤ Often involves a group or the whole class</li> <li>➤ May take the form of a quiz or low-stakes test</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson visit / learning walk / book look or Showbie / StepLab coaching</li> <li>• Quiz results may be recorded in books or logged separately</li> </ul>
Feedforward	<ul style="list-style-type: none"> <li>➤ Whilst looking at books and learning during and after the lesson, key messages for feedback are recorded on planning in a row under the lesson and identifies: learning to share as an example, basic skill errors to revisit, pupils or groups who need further support and misconception / next lesson notes</li> <li>➤ Voice notes may be used on Showbie to provide individual feedback to feedforward against individual targets</li> <li>➤ In the next lesson these are shared and time is given for correcting mistakes, proofreading and editing through the 'Feedback to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson visit / learning walk / book look or Showbie / StepLab coaching</li> <li>➤ Pupil editing or redrafting <b>in red pencil (KS1) or pen (KS2)</b></li> <li>➤ Whole-class feedback grid on planning</li> </ul>

	<p>Feedforward' element of the lesson. This aligns with the Feedback that Moves Forward WalkThru</p> <ul style="list-style-type: none"> <li>➤ Live modelling occurs in order to address any misconceptions or provide further scaffolding and support</li> <li>➤ Support may be provided by the Teacher, Teaching Assistant or by peers</li> </ul>	
Summative Feedback	<ul style="list-style-type: none"> <li>➤ Retrieval sessions – Four from before</li> <li>➤ Show What You Know assessments and cumulative quizzes</li> <li>➤ Termly tests for reading (NFER, STAR Reading) and maths (maths.co.uk) and EGGs for writing</li> <li>➤ End of unit or at-a-distance tests</li> </ul>	<ul style="list-style-type: none"> <li>➤ School assessment grids on Insight</li> <li>➤ Objectives on Insight</li> </ul>

## EYFS

In EYFS, feedback is given verbally to move learning forwards. This may be through questions.

In RWI, when spelling, pupils learn the 'Tick or fix' strategy where they tick each sound that is correct and fix any sounds that are incorrect.

The environment is also used. For example, there are learning walls that have modelled examples of learning along with good examples and visual representation of corrected misconceptions.

Pupils have a maths, handwriting, writing and RWI book. From the start, misconceptions are addressed (e.g. letter formation) with live modelling. Where appropriate, the Key Stage 1 marking code is introduced in order to prepare pupils for transition.

Group planning is annotated to show success and next steps, and a board in the classroom supports this.

## Whole-class feedback grid (Year 1-6)

This row is inserted under every lesson to allow easy links to lesson objectives or as a sheet for the week if teachers prefer, thus minimising duplication and workload. Teachers may have any additional systems they find useful, but there is no expectation to do so. This will form the basis of the Feedback to Feedforward element, at the beginning of the next lesson.

Work to praise and share	Need further support	Basic skills errors	Misconceptions / Next steps	Presentation
Thomas – self-correction Henry - resilience	Louise – place value Sam/Ben – multiplication facts	Inserting commas into calculations Multiplication errors	When multiplying tens, not using 0 as place holder (share example)	Hannah – organisation / ruler

## Proofreading and Editing

**Responsibility** is a core value of the school. Therefore, opportunities for pupils to check their own learning through proofreading and editing are planned for regularly. This may be within a lesson, at the end or at the beginning of the next lesson. These opportunities allow pupils to reflect on their own knowledge and make corrections and improvements.

Editing is divided into two areas (particularly in writing):

Proofreading	Editing
<ul style="list-style-type: none"> <li>• Checking writing makes sense</li> <li>• Changing punctuation</li> <li>• Correcting letter formation and handwriting</li> <li>• Changing grammatical errors – tense agreement, verb agreement, sentence structure etc</li> </ul>	<p>Improving the composition (and the effect on the reader) by:</p> <ul style="list-style-type: none"> <li>• Improving vocabulary and word choices</li> <li>• Adding further clarity (e.g. description, action, speech etc)</li> <li>• Experimenting with word order and sentence structure</li> </ul>

Both proofreading and editing will be explicitly directed by the Teacher or Teaching Assistant to ensure pupils are focused on a particular area. Proofreading is a shorter process, whereas the editing element will take longer.

For longer pieces of writing, such as an innovated write, it may be that one section or paragraph is chosen by the Teacher or Teaching Assistant to be edited with a specific focus.

The school has 'editing slides' for non-negotiables in writing and these are used in all lessons to ensure high expectations.

Once editing has been completed, the Teacher or Teaching Assistant will use the marking code to feedback using the KS1 or KS2 Marking Code.

## Mistakes and errors

There is a distinction between a **mistake** (something the pupil normally does correctly but has not on this occasion) and an **error** (which occurs when a pupil has misunderstood or not mastered the content).

For a **mistake**, where proofreading or editing by pupils does not address this, these may be marked by the Teacher or Teaching Assistant using a simple code in the margin and time will be given to correct these. Again, this places responsibility with pupils for their learning. Alternatively, this may be noted on the whole-class feedback grid. The Teacher or Teaching Assistant will check that these are correct in subsequent learning. If this is a common basic skill mistake within the class, this will be marked on the whole-class feedback grid and inform Feedback to Feedforward.

For an **error**, teachers or teaching assistants may record this in books or on the whole-class feedback grid. Following Feedback to Feedforward, Teachers or Teaching Assistants will check that these are correct in subsequent learning.

In some subjects, pupils will be encouraged to check their own work and we use the phrase 'Tick or fix' which children are familiar with from their RWI learning.

## Spelling

Spelling errors will be noted on the whole-class feedback grid if this is a commonly misspelt word. Spelling mistakes or errors will be underlined with a **green wiggly line** and written either in the margin or at the bottom of the page with 3 dots underneath. The pupil then copies this word and Teachers and Teaching Assistants need to check that in subsequent work, the word is spelt correctly.

For children with dyslexia, key spelling patterns or target words are identified and practised.

No more than **two words in Key Stage 1**, no more than **three words in Lower Key Stage 2**, and no more than **four words in Upper Key Stage 2** will be identified. Initially, these words will focus on common exception words or key spelling patterns that have been taught. This will be extended to more ambitious spelling dependant on the individual pupil. In other subjects, key vocabulary pertinent to the topic or subject should also be identified.

## Maths

Where there are **mistakes** in maths that have not been corrected by pupils following time given to check their learning, these will be marked by a • and pupils will be expected to find the mistake and edit using their **red pen or pencil**. This may not be the answer, but a step within the calculation.

Where there are **errors**, these will be marked on the whole-class feedback grid and an example may be completed together with an adult either as a whole class, as a group or individually in the pupil's book.

## Vocabulary Instruction and Feedback

At the start of each lesson, key vocabulary will be introduced explicitly using child-friendly definitions and the 'My Turn, Your Turn' approach, supported by the school's silent signals to ensure clarity and participation. Teachers will embed this vocabulary throughout the lesson, ensuring it appears on slides, in explanations and within all tasks so children repeatedly encounter and use the words in context.

During independent practice, mini-plenaries will prompt pupils to say definitions aloud to reinforce understanding. These carefully selected words will also form the learning objective in books and should be clearly evident in both written and practical tasks.

Children will neatly tick each key word when they use it and during marking teachers will highlight correct usage on the LO strip. Where vocabulary is used incorrectly, this must be corrected in books so that misconceptions are addressed promptly and consistently.

## Good examples

For good examples that could be shared, the teacher or teaching assistant may highlight (**in green**) words, phrases or punctuation in English, or examples of good jottings or reasoning in maths. They may then choose which one (or two) to add to the whole-class feedback grid.

On the whole-class feedback grid, other character skills should be shared and praised in the feedforward element of the next lesson e.g. pupils who have shown resilience, pupils who worked independently, those who self-corrected independently, good teamwork etc.

Monday 11<sup>th</sup> September 2026

T ③ TA I P G


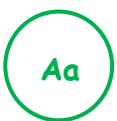


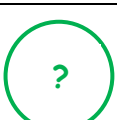


I can use a range of techniques to write a descriptive setting.

All learning will have a Learning Objective. These will be in 'child-speak' and may include images (that are common across the school and also on editing slides) so they are clearly understood by pupils.








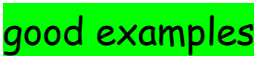
If the overall learning objective has been achieved, this can be highlighted by the Teacher or Teaching Assistant. If they have not been achieved, a dot will be used to evidence this.

The Teacher or Teaching Assistant will circle how pupils have worked within the lesson e.g. with a **T**eacher, a **T**eaching **A**ssistant, **I**ndependently, with a **P**artner or in a **G**roup. In addition to this, if working with a Teacher or Teaching Assistant, the level of support given will be identified through a number (1 being a little support, 5 being the most support).

## Appendix A – Key Stage 1 Marking Code

<b>Key Stage 1 – Marking Code</b>	
These symbols will be written in the margin	
	finger spaces
	capital letter
	full stop
	other punctuation
	read and check this makes sense
	Under a word spelt incorrectly Up to 2 words to be written by adult at the end of the learning for the pupil to copy 3 times below
	good examples to praise and share can be highlighted
<p><b>Other</b></p> <p>Where letter formation (including positioning on the line and specific joins) needs to be practised, adult to write this at the end of the learning for the child to practise along one line.</p>	

## Appendix B – Key Stage 2 Marking Code

<b>Key Stage 2 – Marking Code</b>	
These symbols will be written in the margin.	
	Read and check this makes sense
	punctuation
	vocabulary choice
	paragraph
	sentence structure
	layout
	Under a word spelt incorrectly Up to 3 words in LKS2 and up to 4 words in UKS2 to be written by adult in the margin for the pupil to copy 3 times below
	good examples to praise and share can be highlighted
<b>Other</b> Where letter formation (including positioning on the line and specific joins) needs to be practised, adult to write this at the end of the learning for the child to practise along one line.	

**Person Responsible for Policy:** Mrs C Brokenshire (Headteacher)

**Policy reviewed:** January 2026

**To be reviewed:** January 2029