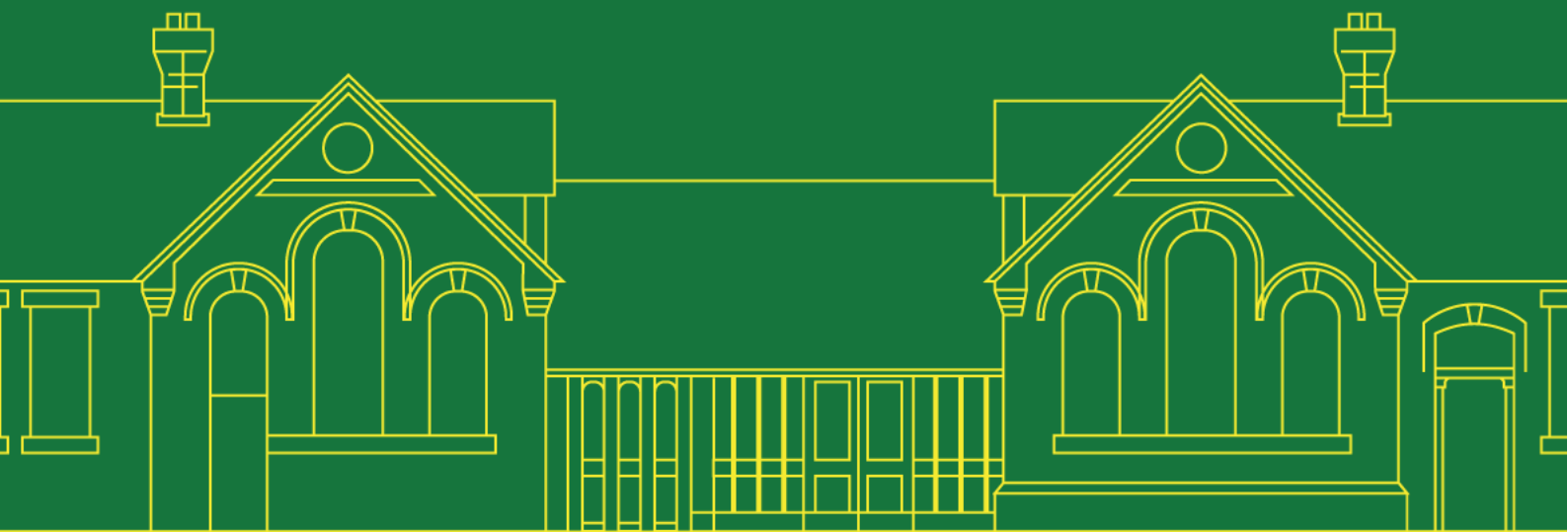




Feedback Policy

September 2026 (Review September 2027)



**STOUR VALE
ACADEMY
TRUST**

At Queen Victoria Primary School, we recognise feedback as an integral part of high-quality teaching and assessment. Effective feedback helps pupils understand what they are learning, recognise success, address errors and misconceptions and know how to improve. It also gives teachers essential information about what pupils have understood so that teaching can be adapted promptly.

Our approach reflects our CARE principles and our belief that every child is worthy and capable of success and happiness. Feedback should build confidence, independence and aspiration while maintaining high expectations for all pupils.

This policy is informed by the Department for Education's guidance on teacher workload and primary writing, together with the Education Endowment Foundation's evidence on effective feedback. There is no requirement for schools to evidence feedback through extensive written marking. At Queen Victoria, the impact on learning is more important than the quantity of written comments.

Aims

- Ensure feedback moves learning forward and helps pupils become increasingly independent.
- Enable teachers to identify errors, misconceptions and gaps quickly and respond through teaching.
- Ensure feedback is timely, specific and appropriate to the pupil, task and stage of learning.
- Create a consistent whole-school approach while preserving teachers' professional judgement.
- Make feedback meaningful, manageable and motivating, avoiding unnecessary workload.
- Ensure pupils have opportunities to act on feedback and improve their work.
- Use feedback as part of formative assessment to inform future teaching, intervention and curriculum planning.

Key Principles

- The sole purpose of feedback is to further learning. Evidence that feedback has taken place is secondary to its impact.
- High-quality teaching and clear instruction come first. Feedback cannot compensate for unclear explanations, poorly sequenced learning or insufficient modelling.

- Feedback should focus on the learning intention, success criteria, key knowledge or foundational skill being developed.
- Feedback may be verbal, written, whole-class, individual, peer or self-generated. No one method is inherently better in every situation.
- Immediate feedback is often most useful because pupils can act on it while the learning is still taking place.
- Feedback should not routinely do the hard thinking for pupils. Where appropriate, prompts and questions should help pupils retrieve, reflect, correct and improve.
- Pupils cannot be expected to correct a misconception independently if they have not yet been taught or retaught the necessary knowledge or skill.
- Feedback should be proportionate. Teachers are not expected to write lengthy comments or mark every error in every piece of work.
- Feedback should be accessible and adapted for pupils with SEND, pupils at an early stage of English acquisition and pupils who need additional scaffolding.

Meaningful, Manageable and Motivating

Queen Victoria follows the DfE workload principles that marking and feedback should be meaningful, manageable and motivating.

Meaningful

Feedback should have a clear purpose and be linked to learning. Written marking should only be used when it is the most useful way to improve learning or inform teaching.

Manageable

Teachers are not required to provide lengthy written comments, individual written next steps on every piece of work, or create additional evidence for monitoring purposes. Leaders will evaluate feedback through its impact on pupils' learning, books, classroom practice, pupil discussion and assessment information rather than through a prescribed quantity of marking.

Motivating

Feedback should maintain high expectations while encouraging pupils to see improvement as achievable. Praise should be specific where possible and directed towards successful learning, effort, strategy, resilience or improvement rather than general approval alone.

Feedback in Practice

Teachers use professional judgement to select the most appropriate form of feedback. Feedback commonly takes place at the following stages:

Stage	What this may look like
Immediate feedback	At the point of teaching: questioning, prompting, live marking, modelling, correcting an error, addressing a misconception, additional challenge or adult support.
Summary feedback	At the end of a task or lesson: checking understanding, reviewing success criteria, identifying common errors, exit questions or short assessment.
Feedforward	Following review of pupils' work: adapting the next lesson, reteaching, modelling, selecting examples, planning practice or giving pupils time to edit and improve.
Delayed/summative checking	Returning to important learning after time has passed to establish whether knowledge and skills have been retained and can be applied independently.

Children should normally receive useful feedback within the lesson itself or in the next appropriate lesson. The "next step" is most often the next piece of teaching, not a written sentence in every pupil's book.

Errors and Misconceptions

Teachers distinguish between an error and a misconception because the response may be different.

Error

An error is an inaccuracy that does not necessarily indicate faulty understanding, for example a pupil who normally uses full stops correctly omitting one, or making an isolated calculation mistake. A prompt, question or opportunity to check may be sufficient.

Misconception

A misconception reflects insecure or faulty understanding. It is likely to require further explanation, modelling, guided practice or reteaching before the pupil can successfully correct the work independently.

Where a misconception is shared by several pupils, whole-class or group feedback is usually more efficient and effective than repeating the same written comment in multiple books.

Live Feedback and Verbal Feedback

The emphasis at Queen Victoria is on feedback that takes place as close to the learning as possible. Teachers and support staff should circulate, question, check and intervene during lessons so that pupils can improve while the learning is taking place.

Where useful, "VF" may be written in the margin or at the relevant point to indicate significant verbal feedback. This is not required every time an adult speaks to a pupil. Where feedback is given, pupils should be given an appropriate opportunity to respond. Adults may annotate work briefly where this helps communicate the nature of support provided or informs future teaching. The purpose is clarity, not creating evidence for its own sake.

Reviewing Work After the Lesson

Teachers should review pupils' work sufficiently to know what has been understood, what needs further practice and what should happen next. This does not mean every piece requires a written comment.

- Work may be acknowledged with a tick where appropriate.
- Teachers may add a brief comment, prompt or question where this will have a clear impact.
- Teachers identify common and individual misconceptions and use these to adapt subsequent teaching.
- Technical accuracy, including spelling, punctuation, grammar, handwriting and presentation, should be considered in line with the pupil's stage of learning and the curriculum focus.
- Where several pupils share the same need, the teacher should normally address this through whole-class or group teaching rather than duplicating comments.

Feedback in Writing

Feedback in writing should support the school's Writing Framework priorities. Pupils need secure foundations in handwriting, spelling and sentence construction so that these increasingly become automatic and free working memory for composition.

- Feedback should reflect the stage of writing development and should not overload pupils with too many simultaneous corrections.
- Where transcription is insecure, feedback should prioritise the most important foundational need rather than expecting extensive independent editing.

- Teachers should model editing and proofreading explicitly, including through the visualiser and shared examples.
- Pupils should increasingly be taught to reread, check and improve their own writing, but independent editing should only be expected where the necessary knowledge has been taught and is sufficiently secure.
- Quality is more important than length. Feedback should not encourage pupils to add unnecessary quantity at the expense of sentence control, transcription or composition.

Spelling, Handwriting and Presentation

Incorrect spellings should be noticed and addressed, but teachers should use professional judgement about how many spellings to identify in a single piece so that feedback remains focused and achievable. Repeated or curriculum-relevant misspellings should inform subsequent spelling teaching and practice.

Handwriting and presentation are evaluated in line with the school's Presentation and Handwriting Policy. Where handwriting or presentation is the barrier, pupils should receive explicit modelling and practice rather than simply being told to make work neater.

Feedback in Mathematics and Across the Curriculum

The same principles apply across the curriculum. Feedback should identify whether the pupil has understood the intended knowledge or skill and should lead to an appropriate response.

- In mathematics, pupils should be encouraged to identify and correct errors through checking, explanation and worked examples. Misconceptions should be retaught rather than simply marked incorrect.
- In foundation subjects, feedback should prioritise the intended curriculum learning rather than allowing spelling or presentation corrections to obscure the subject knowledge being assessed.
- Basic skills should still be reinforced where appropriate, particularly where they are already secure or are a current whole-school priority.

Pupil Response, Editing and Proofreading

Pupils need time to act on feedback. This may happen immediately, later in the lesson or at the beginning of a subsequent lesson. Response time should be purposeful and should not become a routine activity where pupils copy corrections without thinking.

Pupils edit or correct their work in red pen where developmentally appropriate. Teachers use green pen for written marking and annotation. Errors should not routinely be rubbed out where retaining the original helps pupils and teachers see the thinking and correction process.

Peer and Self-Feedback

Peer and self-feedback are only effective when pupils have been explicitly taught how to evaluate work against clear criteria. Teachers should model how to check, proofread, compare with an example and give constructive feedback. Pupils should not be asked to assess knowledge or features they do not yet understand securely.

EYFS and Key Stage 1

Feedback for younger pupils should be immediate, simple and closely connected to the learning. Adults should use oral feedback, modelling, rehearsal and guided practice extensively. Written comments are not expected where they would not be accessible or useful to the child. Feedback should reinforce the foundations of language, reading, spelling, handwriting, number and early composition as appropriate.

SEND and Inclusion

Feedback must be accessible and responsive to individual need. Reasonable adjustments may include shorter or more focused feedback, visual prompts, additional modelling, oral rehearsal, reduced copying, assistive technology, extra processing time, adapted success criteria or adult support. Expectations should remain ambitious while taking account of the pupil's starting point and identified barriers.

Marking Conventions

The following conventions provide consistency for pupils and staff. They should be used when they add clarity and should not become a checklist that creates unnecessary marking.

Convention	Meaning
Green pen	Teacher/adult written feedback or annotation.
Red pen	Pupil editing, correcting or improving.
VF	Significant verbal feedback has been given; use only where recording this is useful.
✓	Correct / achieved / acknowledged, according to context.
Dot or brief prompt	May be used to draw attention to a point for the pupil to reconsider without supplying the answer.
Support annotation	A brief indication may be used where significant adult support or scaffolding has affected the level of independence shown.

Subject-specific symbols may be used where already understood by pupils. Teachers should avoid introducing an excessive number of codes or symbols.

Roles and Responsibilities

Teachers and Teaching Assistants

- Use formative assessment and feedback to move learning forward.
- Provide timely feedback and opportunities for pupils to respond.
- Use professional judgement about the most effective method of feedback.
- Identify misconceptions and ensure these are retaught or addressed.
- Apply agreed school conventions consistently without generating unnecessary workload.

Subject and Phase Leaders

- Support staff to apply the policy consistently and appropriately within subjects and phases.
- Use book looks, pupil discussion, learning walks and assessment information to evaluate whether feedback is improving learning.
- Identify where staff may need support, moderation or professional development.
- Avoid judging feedback quality by the amount of written marking visible in books.

Senior Leaders

- Ensure the policy remains evidence-informed and manageable.
- Monitor implementation and impact while protecting staff from unnecessary marking workload.
- Provide professional development where needed.
- Ensure feedback practice supports school priorities, including secure foundations in reading, writing and mathematics.

Monitoring and Evaluation

The effectiveness of this policy will be evaluated through its impact on teaching and learning. Leaders may consider pupils' work over time, pupil voice, lesson visits, teacher discussion, assessment information and curriculum outcomes. Monitoring will not require teachers to produce additional written evidence solely to demonstrate that feedback has taken place.

The policy will be reviewed annually, or earlier where significant national guidance or school practice changes.

References and Guidance

- Department for Education: The Writing Framework (2025).
- Department for Education: Eliminating unnecessary workload around marking – Marking Policy Review Group.
- Education Endowment Foundation: Teacher Feedback to Improve Pupil Learning.
- Queen Victoria Primary School: Presentation and Handwriting Policy.
- Queen Victoria Primary School curriculum and assessment policies.

GDPR – Personal Data

This policy adheres to the principles of data protection law. Further information is available in the school's Data Protection Policy.