



Wellstead Primary School

Sowing the Seeds of Success

Feedback Policy 2026

Rationale

Feedback is information provided by teachers, HLTAs, LSAs or peers about learning, with the primary purpose of improving outcomes. It may be verbal or written.

This policy ensures feedback is purposeful, timely and rooted in high-quality formative assessment so that learning moves forward effectively. Staff prioritise live marking ('in-the-moment' feedback) to maximise impact while maintaining manageable workload. Verbal feedback is recognised as the most effective form of feedback.

Aims

- Clarify principles of effective feedback
- Ensure consistency across the school
- Keep feedback manageable and accessible
- Secure demonstrable impact on pupil outcomes
- Embed live marking as a high-impact approach
- Integrate feedback within formative assessment
- Support challenge and visible progress
- Develop pupil responsibility for improvement.

Principles of Effective Feedback

In line with [EEF guidance](#), feedback should:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Carefully consider how to use purposeful, and time-efficient, written feedback
- Carefully consider how to use purposeful verbal feedback
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

What is Live Marking?

Live marking is feedback given during the lesson— brief verbal, prompt-based or written cues—that is immediate, in real time, specific and actionable. It supports responsive teaching, addresses misconceptions quickly, facilitating next steps and enables pupils to improve within the lesson.

Live marking must:

- Be linked to success criteria or pupil outcomes
- Include time for pupils to respond

- Support both challenge and scaffolding
- Promote independence and metacognition by supporting pupils to think about how to improve, not just what to change
- Be sustainable and workload-conscious.

Expectations

Staff Expectations

- Build metacognitive approaches by supporting pupils to plan, monitor and evaluate, and to recognise what successful learning looks like
- Ensure that pupils understand the purpose of feedback and create an ethos where feedback is welcomed.
- Select the most effective form of feedback - pupil motivation, confidence and capacity to receive information could all impact the effectiveness of feedback and should be considered carefully.
- Teachers should monitor whether pupils are using feedback.
- Ensure that effective task design (SOLO) is in place which maps the progression through learning
- Use live marking as the primary approach, combining verbal feedback with concise written cues or codes (see Appendix), prioritising metacognition over telling pupils what to do next
- Live marking should target a carefully selected group of 'focus pupils' in line with the teacher's assessment. Over time, there should be a deliberate approach to ensure all pupils receive live marking across a unit or week. Where pupils have not received live marking, teachers should provide brief, purposeful written feedback or use this to inform planning.
- Avoid unnecessary out-of-lesson marking to avoid undue workload for teachers (except where deep marking is required)
- Ensure books show evidence of live marking and/or verbal feedback focused on strengths, misconceptions and clear next steps and indicating verbal feedback using the VF code (see Appendix)
- Provide dedicated time for pupils to read, reflect on and respond to feedback
- Ensure that 'Big Writes' or larger independent writes are deep marked
- Build in time for pupil response and plan for what that will look like
- Include planned opportunities for pupils to engage in peer discussion and feedback.
- Support spelling development

Pupil expectations

- Engage with feedback, making improvements and edits throughout and between lessons
- Engage with self- and peer-assessment strategies
- Know how and when to use the support and scaffolding provided and to ask if unsure.

School Leaders Expectation

- Ensure feedback is meaningful, manageable and motivating
- Monitor consistency and impact
- Challenge ineffective or excessive marking practices
- Evaluate the impact of live marking on outcomes and workload

Strategies for Verbal Feedback

Effective Verbal Feedback includes (but is not limited to):

- Timely intervention within lessons
- Use open questioning to promote a metacognitive approach (e.g. prompting pupils to explain, justify and reflect on their methods) and deepen thinking
- Emphasise process-focused feedback (e.g. "I liked the way you...")
- Use 'wondering aloud' as a metacognitive strategy (e.g. "I wonder why you chose that method?" "I wonder if there is a more efficient way?" "Does this make sense?")
- Deliver feedback at the most effective point in the lesson to maximise impact on learning
- Plan purposeful opportunities for pupils to respond to feedback, including self- and peer-reflection
- There's an author in the room - use a visualiser or iPad to share and discuss examples of work, modelling how to improve as a group or whole class
- Ask pupils to rework a weaker sentence for effect as part of their 'purple challenge'
- Use an editing checklist to independently improve their work
- Opportunities for immediate response and editing
- Use AI to evaluate the impact of descriptive writing on setting or character

Appendix 1 – Written Feedback Guidance

Marking Codes

Key Stage 1:

- VF = Verbal feedback
- I = Independent
- S = Supported (add CT for class teacher and LSA)
- O = Capital letter
 - o = Full stop
- ? = Check meaning
- _____ = solid green line for 'check for sense'
- wiggly line for spelling

Key Stage 2:

- VF = Verbal feedback
- I = Independent
- S = Supported (add CT for class teacher and LSA)
- SP = Spelling error
- P = Punctuation error
- ^ = Missing word
- // = New paragraph
- O / CL = Capital letter
- FS = Full stop
- ? = Check meaning
- _____ = solid green line for 'check for sense'

Marking of Spelling

- Identified using “SP” in the margin or a wiggly underline under the part of the word which is spelt incorrectly for the children to edit in purple pen.
- Adults identify up to 3 spellings which children have spelt incorrectly and write these at the bottom of the page for the child to copy out three times. In Key Stage 1 these should be high-frequency or common exception words that pupils are expected to know.
- Children or an adult then needs to add these spellings to a personalised spelling bookmark at the back of the book.
- Key spelling errors across the class need to be put on a class display and taught to the children.
- Identified using “SP” in the margin or a wiggly underline under the incorrect part of the word for pupils to edit in purple pen.
- Adults identify up to 3 spelling errors and ask pupils to copy each correctly three times.
- Spelling errors are added to a personalised spelling bookmark.
- Common errors are addressed through teaching and display.

Marking of Maths

- Where an error is identified in number formation, pupils rewrite the number correctly five times as directed
- Address misconceptions verbally through live marking and discussion, focusing on methods and reasoning, not just final answers
- Corrections should be made during live marking; where this is not possible, they must be completed before the next lesson
- All answers should be marked individually
- All marking must be accurate
- Self-marking is not an acceptable method of marking.

Key Principles

Feedback must be impactful, efficient and focused on improving learning—not just evidencing marking.

Summary of Key Expectations

- Feedback is primarily verbal and delivered through live marking within lessons.
- Feedback must be timely, purposeful and move learning forward.
- Pupils must be given time to respond to feedback and improve their work.
- Feedback should promote metacognition by encouraging pupils to explain, reflect and evaluate.
- Written feedback should be concise and used only where it adds value.
- All pupils should receive regular live feedback over time.
- Feedback should be manageable for staff and focused on impact, not quantity.



Document Information			
Approved on:	10th March 2026	Responsibility:	Learning
Last Reviewed:	March 2024	Next Review:	March 2028
Reviewed by:	FGB	Review Cycle:	Biannually