



Feedback Policy

Written By	All Teaching Staff	
Frequency of Review	2 years	
Date reviewed and approved by Governing Body	Spring 2026	
Date of next review	Spring 2028	
Display on Website	Yes	
Purpose	To ensure that pupils receive timely feedback which develops confidence and progress across all subject areas. Feedback will also inform planning for subsequent lessons.	
Consultation	Governors	✓
	Parents	✓
	Pupils	✓
	Staff	✓
Links with other policies	Assessment	

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Statement of intent

“Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstandings and provide the right level of challenge in future lessons.”

[Education Endowment Foundation](#)

Burlington Junior School understands that the effective use of feedback techniques can have a powerful influence on pupils’ learning and progression. Providing pupils with feedback is a key aspect of a teacher’s responsibility and is a prominent technique for communicating with pupils about their learning.

Aims:

Effective feedback should:

- Be clear, accurate and specific – providing guidance on how to improve.
- Follow high-quality instruction, including the use of assessment for learning.
- Inform pupils about what they have done well and highlights areas of improvement.
- Support pupils’ confidence in learning, contributing to accelerated learning.
- Empower pupils to take responsibility for improving their work by giving them clear strategies on how to improve.
- Support teachers’ assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Support teachers to evaluate teaching and inform future planning and next steps.

Feedback in Practice

We believe it is vital for teachers to evaluate all lessons on a daily basis. We promote the 75/25 model of feedback seen below; this is where most feedback is given during a lesson as opposed to after a lesson.

All lesson feedback should, where appropriate, be used to adapt lessons and inform future planning.





Feedback during the lesson	Post-lesson feedback
75%	25%

Feedback can be provided in a number of ways:

1. Verbal Feedback
2. Written Feedback
3. Peer Assessment
4. Self-Assessment

Types of Feedback

The following types of feedback are used across the curriculum at Burlington. Further information about how this feedback may be applied within specific subject areas can be found on subsequent pages.

Verbal Feedback and Immediate Feedback	Written Feedback	Peer Feedback	Self-Assessment
<p>Code VF + one/two words to summarise the discussion.</p> <p>An improvement within the pupils' work should be seen following VF.</p> <p>'In the moment' or 'live' marking is completed as teachers are moving around the room to support pupils.</p> <p>It can include ticks or the use of feedback codes and symbols during a conversation with a pupil.</p> <p>*This should not involve a queue of children coming to show work to a teacher at their desk or the teacher being static at their desk during lessons reviewing work in books.</p> 	<p>Written feedback should be given if a teacher has not been able to provide verbal feedback within a lesson.</p> <p>Pupils should always be given time to respond to written feedback.</p> <p>Feedback should relate to the learning objective and success criteria in the lesson.</p> <p>Feedback codes should be used, and ticks should acknowledge a pupil's successes.</p> 	<p>Pupils may be asked to swap books and tick answers or provide some verbal/written feedback for a peer (small comment).</p> <p>Pupils should be given clear guidance on what they are looking for and what feedback to give so that this is a helpful process.</p> <p>When giving peer feedback, pupils should be respectful to their peer and the book they are writing in.</p> 	<p>Pupils make use of purple pens to tick or correct answers in their books following whole class feedback.</p> <p>If an answer is incorrect, pupils should correct mistakes.</p> <p>If pupils have made errors, they should make their books available for teachers to review at the end of a lesson so that planning can be adjusted.</p> <p>Pupils may also self-assess against a WILF grid when writing. Depending on the task, this may include finding examples of the WILF in their writing using a colour-code.</p> 
<p>After the feedback has been given (or a lesson has ended)...</p>			
<ul style="list-style-type: none"> • Teachers will look through books to identify misconceptions and mistakes of basic skills. Teachers will also check the quality of the pupil presentation in line with the school expectations. • Teachers will review books to assess understanding and identify groups to support or challenge in a subsequent lesson. • During this process, teachers will identify feedback that needs to be given to the whole class – next steps and celebrations of good work. • Teachers will also ensure time is planned for pupils who need to respond to written feedback if this has been given. 			

Expectations

Teaching staff are expected to:

- Provide feedback about what pupils have done well.
- Offer next steps for improvement, which should allow for pupil progression and build on prior learning.
- Consider and provide the most effective pupil-friendly feedback for individual pupils at an appropriate time.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback which also allows them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets.
- Share how feedback is being used in year team meetings, to help identify learning gaps and also develop year team consistency of quality feedback.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

Workload

The school understands that reviewing learning in books and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Alongside the EEF research, the Department for Education report on teacher workload highlighted written marking as a key contributing factor to workload. As such, in line with EEF's recommendations and those of the DfE's report which emphasises that marking should be meaningful, manageable and motivating our aims are to provide effective verbal feedback to all children to improve their learning.

Teachers will ask themselves the following questions when providing feedback:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

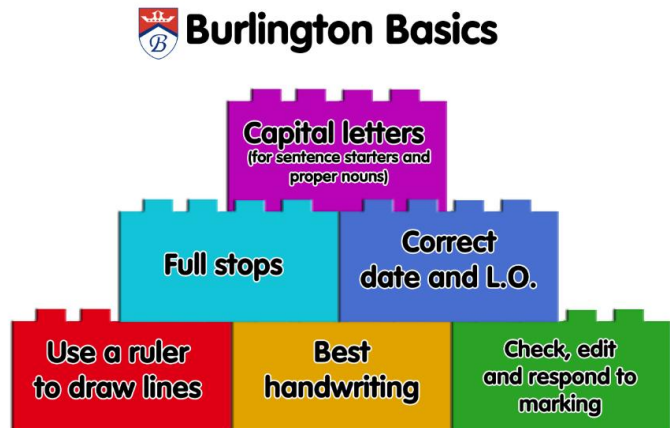
If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary. Appropriate use of feedback will be discussed in year team meetings to ensure all good practice is shared and help develop a year group consistency of impactful feedback.

Burlington Basics

The school has developed a list of non-negotiables or 'Burlington Basics' that set clear expectations of what is expected by children at Burlington Junior School.

All members of staff can remind pupils of these expectations. The feedback code 'B.B.' can be used in books to remind pupils to check and correct any of the Burlington Basics.

SLT will review a pupil's use of the Burlington Basics when monitoring books.



Feedback in English

Teachers provide success criteria (WILF grids) for pupils when writing which will be referred to in any feedback. Children use the WILF grid to colour code their work to show where they have met the success criteria. Teachers may also give feedback on spellings (making use of RWI sounds when appropriate), punctuation, grammar and handwriting.

When completing longer pieces of writing, pupils write on either the left or right hand page in their book according to which hand they write with (write on the same page as their writing hand). They leave the adjacent page blank to plan, draft, edit, improve and respond to any feedback given.

Pupils should receive some type of feedback during/following all English lessons. Feedback in English can be given in a variety of ways:

- **Peer feedback** within a lesson against given success criteria.
- **Verbal feedback** within or after a lesson, relating to a child's next steps and successes - marked with VF.
- **Written feedback** in books following a piece of writing. Pupils will be given time to respond to this feedback before beginning their next piece of writing.
- **Whole class feedback** where a particular error, misconception or next step is relevant to the majority of pupils in a class.

Learning in English can take many different forms and the type of feedback given should reflect this.

Type of work completed in English lessons	Type of feedback given
<p>Planning</p>	<ul style="list-style-type: none"> - Ticks, underlines, codes - optional <i>Teachers should tick the planning sheet to acknowledge this and may use codes/underlining to review errors (e.g. with spelling or vocabulary). This is likely to take place during the planning lesson as the teacher circulates the classroom.</i> - Whole class feedback and/or peer feedback – must happen <i>This is likely to be the most appropriate following a review by the teacher. It will identify areas that need improvement or reviewing and any misunderstandings in what the plan needs to achieve.</i> - Verbal feedback plus a short comment - optional <i>This may be seen in books as a result of the teacher working with children during the lesson.</i>
<p>Draft sentences / grammar tasks / sentence-level work</p>	<ul style="list-style-type: none"> - Ticks, underlines, codes – must happen <i>Teachers should tick children’s sentences to acknowledge this and may use codes/underlining to review errors (e.g. with spelling, grammar or vocabulary). This should take place during the lesson as the teacher circulates the classroom.</i> - Verbal feedback plus one/two words – should happen if you work with a child <i>This may be seen in books as a result of the teacher working with children during the lesson.</i> *This should <u>not</u> involve a queue of children coming to show work to a teacher at their desk or the teacher being static at their desk during lessons reviewing work in books. - Whole class feedback and peer feedback – should happen <i>This may well be the best way of feeding back following the teacher reviewing learning during a lesson. For example, if the grammar focus had been dialogue and inverted commas were missing, this would be reviewed in the next lesson.</i>
<p>Writing – short and long units (where writing is a paragraph or longer)</p>	<ul style="list-style-type: none"> - Next step comments in the book for pupils to respond to, alongside ticks, underlines and codes. must happen <i>Teachers should review pupils’ writing when they are writing at length and provide a next step comment for them to respond to in a subsequent lesson. This should relate to the LO and move their learning forward or address an error/misconception.</i> - Verbal feedback plus a short comment – should happen <i>This may be seen in books as a result of the teacher working with children during the lesson.</i>

	<i>This is likely to be for a maximum of 6 pupils during a writing lesson. These pupils will not need an additional next step comment.</i>
Published pieces	<ul style="list-style-type: none"> - Whole class feedback and peer feedback. optional <i>Publishing will take place following feedback so pupils will have already received this. Peer reviews and sharing as a class is appropriate at this point to celebrate learning and achievements.</i>
Independent pieces for moderation	<p>For these pieces, feedback on a specific area of writing that is acted on in the lesson will mean that this specific area cannot be used as evidence that a pupil is secure. All other elements of the writing can be used as evidence.</p> <ul style="list-style-type: none"> - Verbal feedback could be used within a lesson - Ticks to acknowledge the piece and underlines/codes to identify errors - Whole class feedback following review. <p>There is not an expectation to leave a next step comment; however, teachers may wish to do this if it is appropriate.</p> <p>Where in use, TAF sheets should be updated by teachers following an independent piece.</p>

In all of the examples above, feedback should relate to the learning objective and should move pupils' learning forward. It should be clear that feedback has had an impact in books through a pupil's editing and improvements or through planning adjustments made for the whole class.

Where teachers have left written feedback, pupils' comments or improvements should be clear and be in a similar or greater volume to the teacher's own comments.

Learning walks and lessons observations will involve discussions with individual pupils. Pupils should be able to demonstrate where they have improved, corrected or updated their work following teacher feedback. Pupils should also be able to (with prompting and sharing their book) identify the different ways the teacher provides feedback to them. This will be focussed on the SEND and PPG groups specifically.

Feedback in Maths

Feedback in maths should be given to motivate pupils, address misconceptions and deepen children's understanding. Pupils self-mark their learning using a purple pen where appropriate, with guidance from teaching staff.

Teachers **are expected to review pupils' books following pupil marking** to assess learning, adapt planning (with regards to challenge or support) and identify misconceptions. Teachers can decide how best to facilitate this: pupils could leave books on tables during break time, sort their books into piles of corrections and no corrections, or leave their books

on their teachers' desks if they made any corrections or are not feeling confident, for example.

As pupils' answers in maths generally provide a correct, or incorrect answer, feedback can be given in a variety of ways:

- **Tick and Fix:** Pupils will be required to check and correct their own calculations when answers are provided to them with their purple polishing pens. Where mistakes are made, pupils need to complete the calculation again, correcting their error and reflecting on 'what went wrong'. The different approaches that could support this are as follows:
 - **Marking stations** - teachers provide answer sheets for children to refer to after a small amount of questions have been completed;
 - **Whole class feedback** - teachers share answers with the whole class, reviewing some examples in more detail according to the needs of the class.
- **'In the moment' verbal feedback:** Adults in the room circulate and check answers pupils are recording in their books. Adults will tick correct answers and place a dot for incorrect answers, reviewing misconceptions. Pupils will be expected to change any incorrect calculations and explain 'what went wrong' using their purple polishing pen.

(VF and/or AS are written as codes in books alongside work, to help hold children to account to improve and develop their work.)

Developing Written Reasoning Responses

Teachers support the development of reasoning through the use of stem sentences, worked examples and by providing key vocabulary.

When teachers review books, verbal or written feedback can be given to support reasoning responses.

Reasoning responses cannot be reviewed through self-assessment alone.

Feedback in the Wider Curriculum

Learning within the wider curriculum is recorded in pupils' BBC books (broad, balanced curriculum – R.E., PSHE, Computing, D and T, Music, PE), history/geography books, science books, art books and French folders.

Teachers review learning based on the evidence in books and outcomes in lessons. As with English and maths, teachers are expected to review pupils' books following any written work to assess learning, adapt planning (with regards to challenge or support) and identify misconceptions.

Where misconceptions have been identified, teachers should make pupils aware. Pupils may be asked to edit and improve any mistakes with their purple polishing pens if appropriate.

Teachers will also be vigilant to the Burlington Basics (BB) and spelling of key words.

Teachers will acknowledge pupils' understanding against the learning objectives through ticks or stamps. Care should be taken when using stamps to ensure the wording on the stamp (e.g. well done / you've met the LO) is true of the piece being stamped.

Strengths and misconceptions are discussed in year teams and with subject leaders, allowing adjustments to be made in long term planning.

Subject leaders are expected to update the SLT at least annually with their subject learning journey and how the curriculum has been adapted, based on the learner's needs.

Pupils Responding to Feedback

Pupils should be given time to respond to any feedback given to them – whether verbal or written feedback. Edits should be made using purple polishing pens within a piece of writing so that changes and revisions can be seen clearly. When children are writing (or rewriting) on editing pages, this should be done in their handwriting pen or pencil.

Presentation and Handwriting

At Burlington, we want to ensure that pupils take pride in their written work and take opportunities to practise the use of legible handwriting. Any tatty or mistreated books should be noted immediately. Children are not allowed to doodle on book covers. Children are expected to maintain high standards of handwriting and presentation in ALL books including art books, guided reading books and take personal pride in these.

All children who write in pen should use blue handwriting pens (not biros). Children ready to move to pen are seen by Mrs Utting on Fridays for final approval and a pen is awarded after five green dots. Where handwriting standards decline following the receipt of a pen, red dots may be given to make a pupil aware of the improvements they need to make.

Targets

English

In English, pupils in Year 3, 4 and 5 are set personalised targets by their class teachers and teaching assistants. These are recorded on a target card at the front of their English books. The targets should be dated and should support pupils in working on the next **small step** they need to take to make progress in their learning.

In Year 6, children use the TAF grid instead of targets. Children record the date on their TAF grid when they feel they have achieved one of the TAF statements within their writing. Teachers will then review this.

Children can meet their targets in English by making use of a particular target within their writing. They should note the target number in the margin to highlight their teacher's attention to this.

Targets can be checked by a teacher or teaching assistant. This may be during or after a lesson has been completed.

Maths

Individual target cards are used in maths for focus pupils in each class – this may be approximately 6 pupils. These are pupils who have been identified as needing additional fluency practice and who will have conferencing sessions with their class teacher during assembly times.

Targets should be given that allow children to regularly revisit and consolidate learning, this may mean having the same target more than once throughout the year.

Targets should be personalised.

Children can meet their targets by producing work within the lesson or as part of additional practice they undertake at home.

Targets can be checked by a teacher or teaching assistant. This may be during or after a lesson has been completed.

The table below illustrates the number of accumulative 'target ticks' children should be achieving each term in English (or maths if they have them) as a guideline:

	Autumn Term	Spring Term	Summer Term
Year 3	7	14	21
Year 4	8	16	24
Year 5	9	18	27
Year 6	10	20	30

Home Learning

Please read our Home Learning Policy for detail surrounding feedback expectations in home learning.

Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback within their subject area.
- Monitoring the effectiveness of this policy within their subject area and reporting their findings back to the senior leadership team.

Teaching staff are responsible for:


- Ensuring that they adopt this policy when reviewing learning and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems (conferencing) than just feedback.

Monitoring and review

This policy is reviewed **annually** by the headteacher and Senior Leadership Team.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

Burlington Junior School Agreed Feedback Codes

<u>What this means</u>	<u>Symbol</u>
Positive recognition	✓ ✓✓
Rewrite the following work with suggested improvements or following feedback given.	RW
A word or words are missing.	^
A missing piece of punctuation. The missing punctuation may be added and circled by the teacher.	. , ? !
A capital letter is missing.	CL
The 'Burlington Basic' expectations have not been met. For example a ruler has not been used to underline, or for missing capital letters.	BB
This work has been completed independently with no teacher input. (This can be used to help moderation evidence.)	I
The grammar is incorrect (e.g. check your tense, look for -ed endings, check subject-verb agreement)	VF + a short comment
A target has been achieved; please fill in your target card.	T (circled)
I've noticed a spelling error. (A teacher will only mark approximately three to five spellings per page. On some pieces of work spellings may not be marked depending on the context of the lesson). Children should not be set spellings to simply copy out but may be given feedback around a specific mistake e.g. with a letter string or sound and asked to give examples or make corrections.	sp
A new paragraph is needed.	//
Verbal feedback.	VF + a short comment
Adult support has been given for this piece of work	AS
Your next step is ... (a short staircase may be drawn)	

Strategies to Support Persistent Errors – A BJS Toolkit

Handwriting

- Writing on every other line
- Highlighting the writing line
- Placing dots in the margin

Capital Letters and Full Stops

- Circling capital letters and full stops in different colours.
- Writing a capital letter in a red pencil and a full stop in a green pencil.
- Highlighting the capital letters and full stops.