



# Nova Primary Academy

## Feedback Policy

ADOPTED BY GOVERNORS	
REVIEW TIMETABLE	2 YEARS
RENEWAL DATE	SPRING TERM 2026

DOCUMENT CONTROL		
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### Introduction

At Nova Primary Academy we take an effective and efficient approach to providing feedback to pupils. Teachers use their professional judgement and take into account the age and needs of pupils when delivering feedback. At Nova, teachers maintain consistently high expectations across all areas of the curriculum. All pupils are entitled to regular, meaningful and comprehensive feedback on their learning. Therefore, all teachers will give feedback as an essential part of the assessment process. Effective feedback can take a variety of forms and is designed to enhance and improve learning.

We recognise feedback as an essential component of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are aware of the workload implications of written marking, and of the research on effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research 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 students when they are wrong

The Department for Education has highlighted written marking as a key contributing factor to workload. As a result of these findings, teachers deploy a wide range of effective techniques in line with the EEF’s recommendations, and use written marking as a tool only when it clearly moves learning on, or provides teachers with essential information about pupils’ learning. Written marking, where used, should be both meaningful and manageable. According to the NCETM (National Centre for Excellence in Teaching Mathematics), the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Effective feedback

### Aim & Core Principles

*“Assessment is the bridge between teaching and learning.”*

Aim:

- to ensure pupils are able to identify how they can improve their knowledge, understanding and application in their learning;
- to provide teachers with valuable information to adapt planning and delivery of lessons as responsive teachers.

Core principles:

- the sole focus of feedback should be to further pupil’s learning;
- evidence of feedback is incidental to the process; we do not provide additional evidence for external verification or simply to ‘improve a piece of work’;
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of the assessment processes in the classroom, and can take many forms;
- feedback is a part of the school’s wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to progress well in their learning.
- pupil work should be reviewed regularly by teachers at the earliest appropriate opportunity so that it can impact on future learning.

### Feedback in Practice

Teachers evaluate the learning that pupils undertake in lessons, and use this information to inform planning and teaching. Feedback occurs at one of three common stages in the learning process:

1. *Immediate feedback* – at the point of teaching
2. *Summary feedback* – at the end of a lesson/task
3. *Review feedback* – away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What It looks Like
Immediate	<ul style="list-style-type: none"> <li>● Includes teachers gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>● Teachers may use their visualiser to display work</li> </ul>

	<ul style="list-style-type: none"> <li>• Takes place in lessons with individuals or groups of pupils - modelling an example in a child's book</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May redirect the focus of teaching or learning</li> <li>• May include highlighting/annotations by the teacher or support staff.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for pupils to reflect on, and evaluate their work</li> <li>• May take form of self or peer-assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written annotations for pupils to respond to, either immediately or in future pieces of work</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• May lead to adaptation of future learning through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>

### Written Marking

Pupil work may be acknowledged in written form by the teachers. This may be through simple symbols such as ticks or underlining with a highlighter. In Foundation Stage & Key Stage 1, review marking will only lead to written comments for select pupils who are able to read and respond independently. In Key Stage 2, written marking may be used, where it was not possible to provide effective feedback during the lesson. In the case of groups of pupils having a common need, it may be appropriate for teachers to feedback as a group, and adjust future teaching, rather than provide a written comment/mark. Where a pupil has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. Teachers have the autonomy to use their professional judgement on how often marking is, or isn't used, as a tool for feedback. However, in order for teachers to effectively establish how well individual pupils are achieving, we provide a guide for what is recommended in each subject area.

<b>Subject</b>	<b>Recommended Rate of Marking</b>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Extended pieces of writing to be marked using our pink and green highlighters, underlining particular strengths and areas to improve;</li> <li>• grammar, punctuation and spelling tasks: peer assessment is often encouraged, regularly checked for accuracy by teaching staff;</li> <li>• pupils may at times use purple pens to make edits or improvements on pieces of work, however, it is important to note the focus remains on improving further learning rather than a piece of work or activity</li> <li>• For independent work, we would normally use review feedback</li> <li>• Frequency: extended/ independent pieces of writing to be marked against success criteria</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Reading tasks should be checked for accuracy and depth of responses regularly. This may take the form of self and peer marking, as well as teacher marking;</li> <li>• upon receiving feedback in some form, pupils may at times have the opportunity to revise their written responses, only if it adds value to future learning;</li> <li>• Weekly low-stakes quizzes/assessment tasks will usually be self or peer marked, with teachers regularly checking for accuracy and to observe attainment</li> <li>• Prioritise immediate and summary feedback</li> <li>• Frequency: independent tasks regularly within and between pieces of work</li> </ul>

<b>Maths</b>	<ul style="list-style-type: none"> <li>● Maths tasks should be checked for accuracy regularly. This may take the form of self and peer marking, as well as teacher marking;</li> <li>● Upon receiving feedback in some form, pupils may at times have the opportunity to revise their response, only if it adds value to future learning</li> <li>● Prioritise immediate feedback within the lesson</li> <li>● Frequency: regularly within and across units of work</li> </ul>
<b>Foundation</b>	<ul style="list-style-type: none"> <li>● This will depend on the subject, activity and age of the child.</li> </ul>

## Marking Code

**Green tick/highlight or comment** = objective is met; answered correctly; pupil has done something particularly well in line with learning objective.

**Pink dot/underline/highlight or comment** = error/misconception.

S in a circle = supported work

LOA = Learning Objective Achieved

Work completed with a supply teacher may be indicated with 'supply'

\*other comments/keywords may be used to support written feedback

## Targets and Learning Goals

Targets/learning goals for pupils are based on objectives derived from the National Curriculum. There is no expectation that targets/learning goals are recorded for individual pupils. Targets/ learning goals are communicated by the teacher to all pupils as either a whole class, within groups, or on an individual basis.