Feedback and Monitoring Pupil Progress Policy

Longwood School

Longwood
School and Nursery

September 2026

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1 Policy Statement

Providing feedback to pupils through verbal and written feedback is integral to effective teaching. Equally, gathering feedback on how well pupils have learned something, is important in enabling teachers to clear up any misunderstanding and provide the right level of challenge in future lessons. Research has shown:

Quality Feedback = High Impact = Exceptional Progress = Fantastic Results!

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.

Feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

2 Purpose of Feedback

Feedback is a fundamental part of the teaching learning process in school and is an important part of the assessment process.

Why do we feedback?

- Children need to see their work is of value and their efforts recognised in order to promote their self esteem, build confidence and give a realistic sense of achievement
- To maximise progress by identifying strengths by marking against the Learning objectives and identifying areas to improve upon
- To assess children's understanding in order to understand their individual needs and challenge or support where appropriate in order for each child to reach their potential

3 Rationale behind a whole school feedback policy

Why do we need a policy?

- To maximise children's progress in every subject
- To encourage all children in their learning by giving positive and constructive comments
- To ensure a consistent approach to both the presentation and marking of work
- To recognise and reward achievement
- To provide evidence of assessment

- To form the basis for feedback to parents
- To aid curriculum planning
- To assess and monitor learning

4 Implementation

When to feedback on work

Ideally the best time to feedback is when the work is in progress, or with the child present so that work can be discussed, but it must be recognised that this is not always possible and marking may have to be done after the activity has been completed.

To have greatest impact, work should be marked before the start of the next lesson.

Teachers should sit either with a group, an individual or should circulate around the room giving immediate feedback and support both verbally and written to the children.

Non-negotiables on providing both written and verbal feedback

- During lessons, teachers will give both verbal and written feedback to every child, where possible
- All work should be marked clearly and neatly, using a legible script to demonstrate this style of writing to the children
- Teachers should model the presentation expected from the children ie; writing along the line left to right, with correct punctuation and correct spelling
- Written comments should be specific, accurate, clear and in age-appropriate language; and relate to the Learning Objective stated at the start of the lesson
- Motivational stickers and house points shall be awarded at the teacher's discretion

From September 2026, a more formal whole school approach to marking will be adopted.

- Next steps/Developmental marking should occur at least 1-2 times a week in core subjects; once every week in foundation subjects.
- Time must be allocated for the children to read the comments and respond.
- Marking codes must be used consistently and these must be displayed in the classroom
- Teachers are to use:
    - ❖ Pink pens for Feedback (PERFORMANCE)
    - ❖ Green pens for challenge (GROWTH)
    - ❖ Pencil for pupils (Responses to EBIs, peer/self assessment and corrections)

- These comments should be positive and should give children information on their performance in relation to the learning objective for the lesson.
- Teachers should have the same high expectations of all children - AIM HIGH, and use the key assessment criteria to challenge and support them
- Comments should be differentiated in order to meet each individual child's needs

Challenge / EBI – even better if

- These comments are the crucial next steps in the child's learning and should include specific guidance with how to improve their piece of work
- They should provide challenge and support and lead to improvement and should aim to maximise progress in the child's work
- Examples of best practice of EBIs and developmental marking include:

  Turn statements into commands: eg: 'Write a sentence with the conjunction 'because''; 'Now find 20% of 446'

  Direct child back to their work to correct eg: 'Go back to the first sentence and put the capital letter in the correct place'; 'Add the missing units in your answers above'

Feedback specifics for Mathematics

- Marking will be in line with the general principles above.
- Correct work should be ticked.
- Mistakes should be identified by circling or students encouraged to spot their own mistakes/peer errors.
- Reversed digits will be corrected.
- Place value mistakes will be corrected.
- Errors in the spelling of "technical" vocabulary will be corrected (i.e. . protractor, subtraction, octagon etc . . .).
- Correct nomination of units should be emphasised (i.e. .21cm. / 100ml. / 34kg.etc.).
- Children must follow agreed procedures on presentation (see below).

Feedback specifics for English

- Spelling errors –

  -Words crucial to the meaning or sense of a text should be corrected.

  -As a general rule, choose 1-3 spellings to correct per piece of work. Key words (topic based) or basic sight words (high frequency words) should also be corrected. Teachers should underline the incorrect word and write the correct version for the child to copy 3 at the end of the piece of work or in the margin.
- An **O** is used to denote a missing capital letter or punctuation mark, so that the pupil can independently apply the missing punctuation.

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- Pupils should engage in extended writing every week. Extended writing should be marked in depth and marking should offer next steps in learning or challenge.

Pupil Response

- Children should have time to reflect on the written feedback and teachers should build this into lessons where appropriate.
- Pupil responses to written feedback should be done in pencil.
- Children should also be encouraged to edit their work as this is an important part of the learning process.
- A dialogue of learning can be created between teacher/pupil, if it moves learning on or creates next steps that culminate in better outcomes.
  For example:
  EBI – How did the character feel when she got home, after she lost the race?
  She was sad. (We can build on this answer, using marking…..)
  How do you know this?
  The author stated that, 'She slumped onto her bed and a solitary tear fell down her cheek.' She was crying. Moreover, she 'slumped' on her bed, which suggests that she was either upset or exhausted.
  Excellent work. You have referenced the text to support your answer. 1HP!

Peer/Self Assessment

- Children will be encouraged to feedback on their own/partner/group work.
- This must be carried out in a sensitive and positive manner when clear objectives have been laid out for guidance so the children can comment appropriately on the work.
- Children should clearly indicate whether it is PEER or SELF marking when undertaking this form of assessment.
- Self-Assessment - They will also be asked to indicate how well they think they have grasped a learning objective in an age-appropriate way. Either use traffic light stamp; use of coloured dots – red, amber or green; or smiley faces (as in EYFS)
- Peer assessment – children will have the opportunity to provide feedback to their peers in similar ways to self-assessment.

Supply Teachers

It is expected that Supply teachers should mark all set work and return it to the class teacher.

Monitoring of written feedback

- Marking will be monitored through regular discussion and work scrutiny by the Heads of Department and members of the SLT
- Refer to the overview of monitoring calendar

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Non negotiables for presentation of work

- All books should be clearly labelled with the child's full name and the subject.
- The use of worksheets should be kept to a minimum. Children should be encouraged to write at every opportunity possible.
- Children should all be encouraged to use the cursive joined handwriting script.
- For number work, the date will be "digital" - for every other subject it will be a "written" date
- Pencil will always be used for all mathematics work.
- Pencil will be used by Reception and KS1 every piece of written work
- KS2 will use blue ink pen for all written work, once their work shows consistent neatness, with the exception of mathematics.
- In number work, one square space horizontally and vertically will be left between problems
- Dates and titles will always be underlined neatly.
- Felt tip pens will not be used in children's books; all diagrams and illustrations should be in coloured pencil unless completed on a separate piece of paper.
- Children should be encouraged to glue things in neatly into their books when appropriate.

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APPENDIX ONE: To be placed at the front of all subject books and displayed in class

Marking Code: English and Foundation Subjects

Symbol	it means:
^	Missing word
~~~~~~	Word underlined is incorrectly spelt
?	Check what this means
O	Missing capital letter or punctuation mark
//	Need a new paragraph
( )	Corrected/correction
VF	Verbal Feedback given

Marking Code: Mathematics

Symbol	it means:
^	Missing word
~~~	Word underlined is incorrectly spelt
?	Check what this means
O	Mistake in maths
( )	Corrected/correction – green pen
VF	Verbal Feedback given

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Ownership and consultation	
Document sponsor (role)	Head
Document author (name)	Liam Donovan

Audience	
Audience	All Teaching Staff

Version control	
Implementation date	September 2026
Review date	July 2027