

Warden House Feedback Policy

Introduction

Research consistently demonstrates that it is harder for a child to un-learn something that has been stored in their long-term memory, than it is create new neural pathways. Therefore, it is crucial that our feedback is precise in all areas of the curriculum.

At Warden House, we have an ethos and environment in which children can enjoy, reflect, improve, and grow in confidence. Within this environment, all practitioners need to be aware of the value of effective feedback. They need to share learning intentions with children; provide direct verbal and purposeful written feedback on their learning and develop peer and self-assessment skills. In this way, children are actively involved in their own learning and understand what is necessary to make improvements. This type of assessment has a profound influence on the motivation and self-esteem of children both of which are crucial to learning.

Verbal Feedback

The most valuable feedback is immediate and relates to the current learning within the classroom. As such, our approach to feedback involves teachers giving specific, helpful, and targeted feedback at the point of learning. Across a sequence of learning, this feedback will be given in a variety of ways appropriate to the learning and outcomes. This will include individual feedback and group or whole class feedback.

Teacher role in providing feedback in books

Expectations

- Every piece of children's learning must be checked for misconceptions and understanding either during or before the next lesson so that any feedback given is timely and enables progress between small steps
- Children's responses and outcomes in books are acknowledged and praised whilst mistakes or misconceptions are utilised as valuable learning points.
- Feedback may result in changes to a planned lesson or sequence of learning as it progresses
- Time needs to be built into lessons in order for children to read feedback and respond to it. This could be at the beginning of the lesson or during mini plenaries for the whole class or a specific group or child
- Feedback should be appropriate to the level of development and the subject being fed back to.

Highlighters and pens

At Warden House, adults use **green highlighters** to show children where they have been successful, linked to learning intention and their individual targets. Adults use **yellow highlighters** to ensure that learning that requires reviewing, correcting, editing or reflection, is clearly visible to the children. Children respond to feedback in **purple pen**. Teacher writing should be in **green pen**.

Recording feedback

In the lesson (live feedback)

Teachers will identify next steps, address misconceptions, and deliver challenge to children in the form of verbal communication. This will be delivered as part of ongoing, daily classroom practice. Where appropriate, teachers will record **VF**, highlighted yellow, at the point of learning where the feedback is delivered. Children will respond to this feedback using a purple pen. Verbal feedback and child response should be evident at least once a week in English and Maths. Feedback should be evident in wider curriculum subjects across the sequence of learning.

After the lesson (verbal and written)

The EEF research notes that written feedback is still part of an effective feedback strategy. We recognise that children benefit from regular, specific feedback which allows them to practise and develop an area of the curriculum after the point of learning. This, where needed and appropriate, will take the form of a comment or activity recorded in green pen or on a printed sheet, highlighted in yellow by the adult. This could include, but is not limited to:

- editing a specific learning point
- using the feedback code for literacy
- allowing child to reflect on strategies used
- independently applying an area of development
- working with an adult on a misconception
- deepening understanding through challenge
- engaging with whole class/group questions
- verbal feedback, recorded by adult as VF with key word in book, where the adult works with the child during early morning learning or at the start of the next lesson

Maths

Feedback in books

Correct calculations should be highlighted green, and mistakes should be highlighted yellow. A verbal feedback summary (eg VF: representation) should be highlighted yellow. Prompt questions for reasoning, methods, representations (if answers are accurate) will also be highlighted in this way.

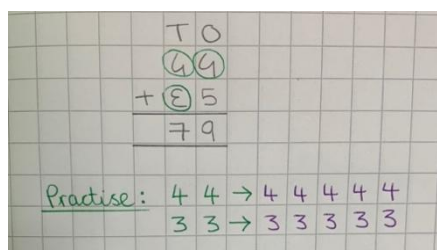
It is important for teachers to distinguish between a children's simple slip and an error that reflects a lack of understanding.

- For simple errors, teachers should highlight it to simply indicate where it has occurred.
- If the child has made lots of errors or there are clear misconceptions, teachers are to consider the most effective form of feedback to address the misconception. This could include, verbal feedback, small group intervention, amending planning to address the issue in the following lesson or modelling the correct method in the child's book.

Correct Digit Formation

When errors are spotted in digit formation, the teacher should write the correct orientation of the number next to the error and the child should practise writing the number correctly using their purple pen.

Example:



Writing

Success based on the learning intention, as well as evidence of progress based on teacher assessment and ongoing child targets, should be highlighted green.

Writing needs to have precise teacher intervention through written feedback. When children are applying learnt skills within a sequence, for example, writing a small paragraph or extended outcome, progress should be evident because of feedback.

Spelling errors need to be addressed based on feedback code. A verbal feedback summary (eg VF: verb choice) should be highlighted yellow.

Feedback code for literacy

Code	Explanation
<p><u>word</u> underlined in learning and correct spelling written in margin</p> <p>Or</p> <p>Sp. in margin</p>	<p>incorrect spelling in learning</p> <p>Or</p> <p>child to find correct spelling independently (spelling book to be used)</p> <p>Word written above spelling if child has SEN need and this spelling isn't one of their targets</p>
<p>P in the margin or yellow highlight on where punctuation missing is</p>	<p>Indicates a piece of punctuation is missing from writing</p>
<p>CL in the margin (where appropriate)</p>	<p>Indicates a capital letter has been missed from writing</p>
<p>^</p>	<p>missing word/s</p>
<p>//</p>	<p>new paragraph required</p>
<p>FG</p>	<p>When an adult has supported the learning, FG indicates that the child has been part of a focus group</p>

EYFS and Enhanced Provision

In the EYFS and our Enhanced Provision, the children receive immediate verbal feedback from both the class teacher and Early Years Practitioner during their child-initiated play and focus group activities. The feedback given during play is to support, scaffold, model and extend the learning.

When children enter Reception, they will complete weekly literacy and maths focus activities with the class teacher recorded in their learning books. Children will receive verbal feedback on their learning that relates to the learning intention and success criteria and the child's next steps for their literacy and maths learning. The child will then make any edits or improvements to their learning in the moment.

The following marking procedures will be used in Reception:

- VF will be indicated on the learning to show that verbal feedback has been given.
- The learning intention and success criteria that have been met, or not, will be highlighted green or yellow.'
- I to be used for independent learning
- S to be used for supported learning

Policy adopted:	Autumn Term 2025
Next Review:	Autumn Term 2026