Mellers Primary School

Feedback to Children Policy September 2026

Nottingham Nursery School & Training Centre

‘Every opportunity to educate everyone forever’

Principles of feedback

Foundational skills are at the heart of everything children learn at Mellers. Therefore, feedback must be consistent, accurate and purposeful so that basic skills are regularly checked, developed and secured.

The following principles underpin this policy:

1. Feedback is explicit about individual successes and next steps.
2. Feedback is regular and purposeful.
3. Feedback is timely. The shorter the time between feedback and pupil response, the greater the impact on learning.
4. Feedback is manageable. We value feedback while ensuring workload remains sustainable and allows time for effective planning.
5. Feedback is a dialogue between adults and children about progress, success and next steps.
6. Children are given time to respond to feedback. They should spend longer responding to feedback than adults spend providing it. Feedback should promote thinking and improvement.
7. Self-assessment and peer assessment are used effectively and linked to success criteria to support meaningful reflection and improvement.

Equal Opportunities

Every child at Mellers is entitled to have their efforts and achievements recognised, regardless of gender, ability, race or cultural background. Appropriate feedback methods and strategies are used to ensure all children can understand, respond to and benefit from feedback.

Purposes of Feedback

For Teachers

Feedback:

1. Establishes a dialogue about learning between teacher and pupil.
2. Demonstrates children's knowledge, understanding and skills.
3. Identifies misconceptions, areas for revision and next steps in learning.
4. Provides context for the work undertaken.
5. Can sensitively acknowledge personal circumstances that may affect outcomes.
6. Supports the organisation of teaching groups and assessment of achievement.
7. Promotes pupil reflection on success against learning objectives.
8. Informs future planning and curriculum delivery.

For Children

Feedback:

1. Provides a personal response to learning.
2. Acknowledges achievement and effort.
3. Encourages reflection and a commitment to improvement.
4. Enables dialogue with adults and peers.
5. Reinforces that identifying areas for development is a positive part of learning.
6. Helps children understand that feedback supports improvement rather than criticism.

For Parents and Other Audiences

Feedback:

1. Demonstrates the impact of quality-first teaching and assessment for learning.
2. Indicates progress and areas for development.
3. Reflects the school's values and expectations.
4. Showcases learning and achievement.
5. Demonstrates how adults support and recognise children's efforts.

Process of written feedback

Written feedback may be given on any piece of children's work.

At the start of each lesson, the learning objective (WALT: *We Are Learning Today*) and success criteria are shared according to children's age and stage of development. This helps children understand the purpose of the lesson and what successful learning looks like.

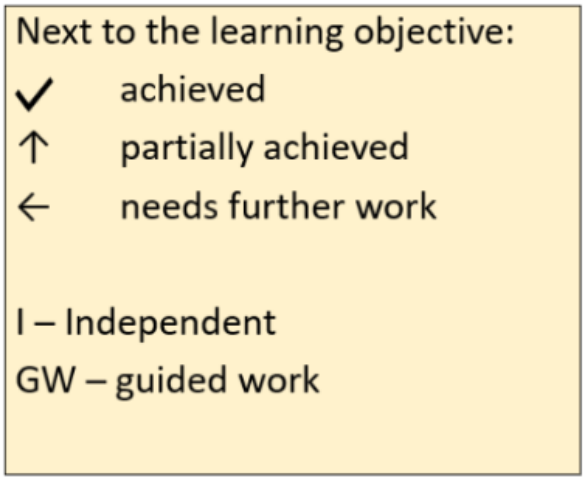
Learning objectives are recorded in books as titles for work. This:

- Provides a reference point for feedback.
- Supports assessment and tracking of progress.
- Links planning, teaching and learning outcomes.
- Gives work a clear purpose and context.

- Supports children's reflection on learning.
- Promotes focus on key skills and concepts.

When providing feedback, the learning objective and success criteria remain the primary focus. Feedback takes place throughout the lesson as well as after completion of work. Ongoing verbal or written feedback enables immediate improvement, supports assessment and reduces the need for extensive marking after the lesson.

Achievement of the learning objective is recorded in symbol form when not using the star method. Teaching assistants should make use of these symbols, which gives quick and immediate feedback to both children and the teacher.



Star marking

A star (*) highlights an aspect of work requiring attention.

Star marking may:

- Indicate verbal feedback has been given.
- Prompt a correction or improvement.
- Offer challenge or extension.
- Draw attention to misconceptions.

Stars may be placed:

- Next to a specific word, calculation or section.
- In the margin.
- At the end of a piece of work.
- Within the success criteria.

Teachers use star marking to identify misconceptions and inform subsequent teaching.

Written comments and star feedback

Written comments should support constructive improvement and always invite a response from the child.

Comments may:

- Celebrate Success
- Recognise achievement and effort
- Provide Approval or Guidance
- Acknowledge strengths or identify improvements.
- Specify Attainment
- Highlight successful learning against the objective
- Specify Improvement
- Indicating Independence
- Identify mistakes and suggest improvements.

The following prompts may be used:

- Reminder Prompt

A simple reminder of what could be improved.

Example:
"Explain more about how this character feels."

- Scaffold Prompt

Provides additional structure.

Examples:

- [ ] "Can you describe how this person showed kindness?"
- [ ] "The character was a good friend because..."

- Example Prompt

Provides choices to support improvement.

Example:
"Choose one of these or use your own idea: he was kind because he helped others / he listened carefully."

Adults should consider the level of support provided and the child's ability to read, understand and act upon feedback independently.

Where appropriate, comments may be placed on future pages to remind children of targets and secure improvements over time.

Written comments and star feedback is included onto children's work, to elaborate on the marking code and support constructive feedback to children. It should always be something the children can respond to or answer, rather than an "o.k., next time" response. This is used following the star symbol.

Marking code

The agreed marking code should be used to reflect learning objectives and success criteria.

Error underlined and in the margin:
SP – spelling error
CL – capital letter needed
P – punctuation error
T – tense error
^ - Missing word
Finger space
* Developmental comment about the composition of the child's writing

Marking codes should be used purposefully rather than applied to every piece of work. Focusing on key priorities helps children concentrate on the most important aspects of learning.

Frequency of marking

English

Every learning objective will be assessed.

Week 1 of a Unit (Shorter Writing Activities)

- Focus on transcriptional skills.
- Live marking used where appropriate.
- Written feedback provided twice weekly.

Week 2 of a Unit (Extended Writing)

- Marking codes used for transcriptional skills.
- Weekly star marking focused on composition and formative feedback.

Mathematics

Every learning objective will be assessed.

- Weekly star marking will be used.

Curriculum Learning Journey

Curriculum Learning Journey books will not be formally marked. Verbal feedback will be provided.

Verbal Feedback

Verbal feedback is particularly important in the Foundation Stage and Key Stage One, although it is used throughout the school.

Verbal feedback:

- Reinforces learning through discussion, modelling and demonstration.
- Celebrates success and identifies next steps.
- Encourages children to reflect on their learning.
- Supports self-assessment and independent improvement.

Individual verbal discussions are recorded using the **DWP** symbol.

Adults should plan opportunities for verbal feedback and model positive language throughout interactions.

Children's self-assessment

Children are encouraged to evaluate their learning wherever appropriate using agreed success criteria.

Self-assessment helps children:

- Identify successes.
- Recognise areas for improvement.
- Reflect on their learning.
- Develop independence and ownership of progress.

Mini plenaries and plenaries often provide opportunities for self-reflection.

Paired response and Peer assessment

From the Foundation Stage onwards, children are encouraged to support each other through peer feedback.

Children:

- Act as response partners.
- Discuss learning with peers.

- Evaluate work against learning objectives and success criteria.
- Celebrate strengths before suggesting improvements.

Children receive training to ensure peer assessment remains constructive and effective.

Peer Assessment Ground Rules

- **Be kind** – focus on the work, not the person.
- **Be specific** – identify strengths and useful next steps linked to success criteria.
- **Be helpful** – provide feedback that supports learning and improvement.

Receiving feedback from a range of sources helps develop understanding and provides positive models of effective feedback.

Strategies to control and organise feedback

To maximise impact and maintain a manageable workload, staff should:

- Maintain high expectations and not accept sub-standard work.
- Encourage proofreading and editing before submission.
- Teach children to evaluate success criteria accurately.
- Spread intensive feedback activities across lessons and units.
- Use focused marking rather than marking all work in equal depth.
- Provide feedback during lessons whenever possible.
- Prepare next-step challenges in advance.
- Follow the principle: **"If you say it, star it."**
- Use prompts and scaffolds to support responses.
- Decide when marking is most effective with or without children present.
- Use verbal feedback where appropriate.
- Refer to previous feedback during lesson introductions.
- Use plenaries and mini plenaries to address misconceptions.
- Consider recording learning outcomes from group work.
- Use classroom support staff for straightforward, objective marking tasks.
- Focus marking on learning objectives and success criteria.
- Leave books open when immediate responses are required.
- Use self-assessment and peer assessment for routine tasks such as spellings.

DOCUMENT ORIGINS			
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June 2026	Joy Buttress	Removal of learning ladders, annotation on teacher planning, colour coding on self assessment. New codes included. Edited for conciseness using Co-Pilot.