



St Luke's School: Feedback to Children Policy 2025

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 12: Respect for the Views of the Child – This article emphasizes that children have the right to express their views freely in all matters affecting them. In a feedback policy, this can translate into mechanisms that allow students to voice their opinions about their learning and school environment.

Article 13: Freedom of Expression – Children have the right to express their thoughts and opinions and to seek, receive, and impart information and ideas of all kinds. Your feedback policy can encourage open communication and expression among students.

Article 28: Right to Education – This article highlights the right of the child to education and stresses that discipline in schools should respect the child's dignity. Feedback mechanisms should, therefore, be constructive and supportive of each child's educational journey.

Article 29: Goals of Education – Education should be directed to the development of the child's personality, talents, and mental and physical abilities to their fullest potential. Feedback should align with these educational goals by fostering growth and development.

At St Luke's, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. All forms of feedback (including marking) are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective **John Hallie** argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four 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. Next lesson – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished



4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

The Children will...
Use feedback to edit, improve/up-level their work (using purple pen).
Use feedback to know how to improve their learning.
Take the opportunity to revisit/correct aspects of work they misunderstood.
Have opportunity to conduct peer and self-assessment
Show care, attention and high expectations through the presentation of their work.
Be able to read and respond any adults comments written in their books.
Use feedback to build on future learning.

+ Pupil Conferencing remaining in its current format. It would be up to teacher discretion whether to use the provided Feedback slide/flip chart or not.

Teachers & Teaching Assistants will...
Evaluate the work that children undertake in lessons, and use information obtained from this to allow them to impact on future lessons.
<p>Whole Class Feedback</p> <p>Whole Class Feedback is used to feedforward into the next lesson. Specific classes train the children in how to respond to the feedback</p> <p>Nursery = verbal feedback l:l in the moment;</p> <p>Reception = verbal feedback l:l in the moment moving to writing this feedback/correcting spellings/etc in the summer term;</p> <p>Yr1 = Writing the verbal feedback/correcting spellings/etc in the moment with children using purple pen to edit in the moment following direction;</p> <p>Yr2 = Writing the verbal feedback/correcting spellings/etc in the moment with children using purple pen to edit in the moment following direction moving to reducing comments, circling spellings and writing “sp”, underlining errors or misconceptions in the summer term;</p> <p>Yr3 = Whole Class feedback notes used to plan next input/session. Green pen used to circle/underline non-negotiables (e.g. capital letters & full stops/CVC words/etc) Purple Pen used by children in the session for editing/correcting;</p> <p>Yr4 = Same as Yr3 until summer term when there will be no comments or marking in books – children use Purple Pen to correct/edit/etc based on verbal feedback;</p>



Yr5 & Yr6 = no comments or marking in books – children use Purple Pen to correct/edit/etc based on verbal feedback).

All adults

All adults working with the children (in class or via an intervention) provide feedback. This can be verbal or written. This additional information should be provided to the class teacher (either verbally or written) at the end of each session.

Headteacher/Deputy Headteacher will...

Learning walks/Lesson Observation – evidence of the Feedback policy will be a standing item on every learning walk/lesson observation.

Immediate feedback – *at the point of teaching*

Quality Assure: Lesson observations/learning walks.

Summary feedback – *at the end of a lesson/task*

Quality Assure: Lesson observations/learning walks. Some evidence of self – and peer assessment will be seen in books. Quiz and test results may be recorded in books or logged separately by the teacher.

Next lesson feedforward – *'the next step is the next lesson'*

Quality Assure: Lesson observations/learning walks, evidence in books of pupils editing and redrafting their work.

Summative feedback – *tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study*

Quality Assure: Check it activities, quiz and test results in books.

Pupil Conferencing – “edit and improve” time

Allocated time will be provided to enable teachers to support the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work. Conferencing allows time for children to respond to teachers probing questions in their feedback to a greater depth.

Nursery, Reception & Year 1

- Nursery & Reception receive verbal feedback in the moment. This feedback celebrates achievements & successes and explore next steps.
- Reception (Spring term) Mark Making books demonstrate “2 stars and a wish” written in books (Green Pen) and are explored, with the teacher leading a discussion as to the areas that are successful. Wish elements are discussed as “next time lets try to...”
- In Reception (Summer term) & Year 1 (from the Autumn) the children practice “wishes” (Purple Pen) where possible underneath the written feedback.

Year 2 & Year 3

The teacher identifies a piece of work that they would like the children to proof read and edit before marking. Feedback, either written in books (Green Pen) or specifically prepared for the Pupil Conference session are



explored and link to Learning Intention/Success Criteria. The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work. Children are expected to respond to feedback in **Purple Pen**.

Feedback, either written in books (**Green Pen**) or specifically prepared for the Pupil Conference session are explored and link to Learning Intention/Success Criteria. Teachers model how the children are expected to respond to the feedback (**Purple Pen**) and given time to make corrections or uplevel specific elements, where possible underneath the written feedback. **Purple Slips** are used to enable children to edit without erasing their original work. These are stuck into books as a "lift the flap" section attached over the top of the original work.

Year 4, Year 5 & Year 6

The teacher will model and demonstrate how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children.

The teacher identifies a piece of work that they would like the children to proof read and edit before marking.

Feedback, either written in books (**Green Pen**) or specifically prepared for the Pupil Conference session are explored and link to Learning Intention/Success Criteria. The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work. Children are expected to respond to feedback in **Purple Pen**.

Purple Slips are used to edit specific sections, reflecting on the feedback given to improve and "up-level" particular paragraphs or aspects without erasing their original work. These are stuck into books as a "lift the flap" section attached over the top of the original work.

Children will use "Purple Power Slips" to edit specific sections, reflecting on the feedback given to improve and "up-level" particular paragraphs or aspects.