



Eden Park, Sticklepath and Roundswell

FEEDBACK and PRESENTATION POLICY

Autumn 2026

Our Key Message

If handwriting, spelling and sentence structure are not secure, learning is not secure.

We keep feedback focused, simple and relentless on the basics — every day, in every classroom.

Feedback Policy – Foundational Focus (Stripped Back Learning)

1. Purpose and Rationale

Feedback exists to *secure the basics*. High-quality learning depends on children having secure foundations in:

- Handwriting and presentation
- Basic, everyday spelling
- Clear sentence structure

These are the **non-negotiables**. They must be identified and corrected **daily and immediately**. The brain learns through repetition: **what is practised is what is** aspirational **remembered**. If errors are rehearsed, they become habits. **Immediate feedback** ensures that correct handwriting, spelling and sentence structures are strengthened before misconceptions take hold.

Feedback is therefore focused, manageable and deliberate, targeting what makes the greatest difference to learning. Teachers' professional judgement is trusted — consistency and impact matter more than volume.

Feedback is not simply about correcting mistakes; it is about helping pupils become increasingly effective learners.

- **Reflective learners** who consider feedback carefully and use it to improve.
 - **Resilient learners** who embrace challenge, learn from mistakes and keep trying.
 - **Independent learners** who can recognise areas for improvement and take action to address them.
 - **Aspirational learners** who are motivated to achieve high standards and continually improve their work.
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2. Core Principles of Feedback

- Feedback is **primarily verbal and in-the-moment**.
 - Written marking is **selective**, not exhaustive, and focused on **securing foundational knowledge and skills**.
 - Feedback must be **clear, simple and actionable**.
 - Pupils are expected to **act on feedback immediately**, wherever possible.
 - Time is prioritised for pupils to **edit and correct their work during lessons**.
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3. The Daily Foundational Knowledge (Whole School)

All teachers will routinely check and address the following in *every piece of extended writing*, across the curriculum, and other writing wherever possible:

a) Handwriting & Presentation

- Correct letter formation (as taught)
- Consistent sizing, spacing and orientation
- Appropriate joins (where taught)
- Care and pride in presentation across curriculum

b) Basic Everyday Spelling

- High-frequency and common exception words (including dates)
- Phonics and spelling patterns already taught
- Simple grammatical endings (e.g. plurals, -ed, -ing)

Errors are identified by theme, not volume. The focus is on spelling that pupils **should already know**.

c) Sentence Structure

- Capital letters and full stops
- Sentences that make sense
- Sentences must have a subject and a verb (sentence stem)
- Correct use of basic punctuation (as taught)
- Standard spoken and written English

These elements are **always prioritised over content** if they are insecure.

4. What Feedback Looks in Practice

- Feedback happens **during the lesson**, through live marking, questioning and modelling.
- Teachers identify **one key point** for improvement linked to the non-negotiables and an assessment of whether the **learning objective has been met**.
- Pupils correct errors **there and then**, independently where possible.
- Re-teaching happens immediately if errors are widespread.

There is **no expectation** that every piece of work will be written-marked but pupils must not rehearse errors.

5. Pupil Responsibility

Pupils are explicitly taught to:

- Read through their work before handing it in - out loud if required
- Check for handwriting, spelling and sentence basics
- Correct errors neatly and carefully

Mistakes are part of learning and our **Growth Mindset Ethos**. Self-correction is expected and valued.

6. Early Years

- Feedback is verbal, immediate and practical
- Adults model correct letter formation, spelling and sentence use
- Children practise specific skills again where needed

7. Marking and Symbols

Marking is kept **simple and consistent**:

- Spelling errors: underline the relevant part of the word
- Missing punctuation or capitals: indicated in the margin
- Pupils correct their own work where possible

Pupil purple pen is used for **responding to teacher feedback**.

Teacher **pink highlighting** is used for a **successful feature** of the lesson focus.

Teacher **green highlighting** is used to alert pupil that there is an **action** to do.

Year 1	C P. finger drawn for finger spaces sp Letter formations
Year 2	C P. P' ?! sp Letter formations
Year 3	C P. P' ?! sp // Letter formations
Year 4	C P. P' ?! sp // P, Letter formations
Year 5	C P. P' ?! sp // P, P; P () P - Letter formations
Year 6	C P. P' ?! sp // P, P; P () P - Letter formations
C = Capital Letter P = Punctuation Sp – Spelling // -Paragraphs	

8. Presentation Expectations (Minimum Standard)

- Date written clearly at the top
- One line space between date and Learning Objective
- Single line through errors (no scribbling)
- Pencil used for maths
- Numbers clearly spaced (1 square for 1 digit may be appropriate for some but not always)
- Rulers used for lines

9. Roles and Responsibilities

Pupil	Teachers	Leaders
• Take ownership of correcting basic errors • Explain how feedback helps them improve	• Prioritise foundational skills in daily feedback • Ensure time is built in for editing and correction • Use professional judgement to keep feedback manageable	• Monitor consistency and impact • Support staff with training and clarity