



Newton International Academy, Barwa

Feedback & Feedforward Policy (EYFS & Primary)

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Our vision, mission and values:

Vision: An international community of learners striving for excellence and celebrating success.

Mission: We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

Values



Rationale

At Newton International Academy, we believe that all learners deserve rich, high-quality feedback that supports their ongoing progress. Our marking and feedback practises are rooted in our commitment to inclusive, learner-centred education. We recognise feedback as a powerful tool to bridge gaps in understanding, foster high expectations, and instil a growth mindset. By providing constructive feedback, we aim to enhance not only academic outcomes but also personal growth, resilience, and a lifelong love for learning. Our approach reflects our belief that every pupil can improve with the right guidance, encouragement, and appropriate challenges. Feedback at NIA is viewed as an ongoing process integrated into teaching and learning, empowering pupils to take ownership of their learning, build metacognitive skills, and encourage self-regulation. By clearly identifying strengths and areas for improvement, we support every pupil in becoming a reflective and independent learner.

Aims

The aims of our marking and feedback practises at NIA are to:

- Inform pupils of their current achievements and provide clear guidance on how to improve.
- Promote self-reflection and ownership of learning among pupils.
- Provide timely and meaningful feedback that enhances learning and development.
- Reduce teacher workload while maximising the impact of feedback on pupil learning.
- Create a consistent and supportive culture of feedback across all primary classrooms.



Types of Feedback

We employ a variety of feedback types to support learning and differentiate based on the age, stage, and needs of our pupils. Our feedback is underpinned by evidence-based principles that focus on clarity, timeliness, and action. The following types of feedback are used:

Feedback Type	Description	Example	Symbols/Colours
1. Verbal Feedback	Informal and immediate feedback, often given in the moment.	<i>Teacher says:</i> "I like how you started your sentence with a strong opener, but try adding more detail to explain your point in the next paragraph."	VF (Verbal Feedback), CVF (Class Verbal Feedback)
2. Written Feedback	Specific to learning objectives, with clear areas for improvement.	Green Pen: "Think about the use of commas in this paragraph. Can you add more pauses to clarify your meaning?" Pink Pen: "Great use of descriptive adjectives!"	Green Pen (for improvement), Pink Pen (for praise)
3. Peer and Self-Assessment	Students assess themselves or peers using PPP.	<i>Peer Feedback:</i> "I think your introduction is really clear, but your conclusion could be stronger by summarising your main points better."	PA (Peer Assessment), SA (Self-Assessment) Blue or Black Pen
4.Feedback Application: Purple Polishing Time (PPT)	Time for students to respond to feedback, edit, and reflect on work.	<i>Student revises:</i> Adds more detail to a paragraph based on teacher's feedback and corrects spelling errors noted in the green pen feedback.	PPT (Purple Polishing Time) Purple Pen

.Importance of Live Marking

Live marking is a highly effective strategy where teachers provide immediate feedback during lessons. This practice allows for:

- Addressing misconceptions in real time.
- Encouraging dialogue and deeper understanding.
- Reducing the need for extensive post-lesson marking.
- Adapting instruction instantly based on pupil responses.

Teachers are encouraged to circulate during independent tasks and use live marking to identify learning gaps, highlight excellence, and guide improvements.

Role of Teaching Assistants

Teaching Assistants (TAs) play a vital role in supporting pupils' learning and progress, particularly those with specific educational needs. Their responsibilities in the marking and feedback process include:

- Providing targeted verbal feedback using scaffolding and questioning techniques.
- Using school marking codes consistently when documenting support.
- Engaging in live marking during lessons under the direction of the class teacher.
- Supporting the delivery of Purple Polishing Time (PPT) by prompting pupils to respond to feedback.
- Keeping a record of the type and frequency of feedback given to inform teacher planning and review.

Core Principles

Our marking and feedback practises are guided by the following core principles:

1. Feedback in Every Lesson: All pupils should receive feedback in every lesson, whether verbal, written, peer, or self-assessed.
2. Timeliness Matters: Feedback must be provided as close as possible to task completion to maximise its impact.
3. Feedforward Emphasis: Pupils must act upon feedback using their Purple Polishing Pens (PPP) during Purple Polishing Time (PPT).
4. Pupil Ownership: Feedback should encourage pupils to take responsibility for their own learning.
5. Dialogue over Monologue: Feedback creates an ongoing conversation between teacher and pupil, fostering a collaborative learning environment.

Marking Guidelines by Phase

Early Years Foundation Stage (EYFS)

- Feedback Practises: Feedback will be integrated into daily interactions during both planned and child-initiated activities, focusing on communication and language development.
- Verbal Feedback: TAs and teachers will provide immediate, responsive verbal feedback to support children's learning.
- Documentation: Observations will be documented to track progress and inform planning.

Key Stage 1 (KS1)

- Feedback Practises: A mix of verbal and written feedback will be provided during lessons, with visual symbols to support understanding.
- Purple Polishing Pens: Pupils will begin using Purple Polishing Pens to respond to feedback, supported by adults when necessary.
- Weekly Feedback: At least one piece of work per week in English and Maths will receive specific written feedback.
- written feedback.

Key Stage 2 (KS2)

- Feedback Practises: Clear expectations for self- and peer-assessment using success criteria will be established.
- Extended Writing: All extended writing must include learning objectives, success criteria, and evidence of pupil response in purple pen.
- Weekly Feedback: At least one piece of work per week in English and Maths will receive specific written feedback, with attention to spelling, punctuation, and grammar.

Marking Codes and Symbols

To promote consistency and clarity across all year groups, we utilise a set of marking codes. These codes help identify the level of support provided and inform teacher planning. They should be explained to pupils and displayed in classrooms.

Code	Meaning	Explanation
I	Independent work	The pupil completed the task independently, without adult support.
S	Supported work	The pupil received individual support from an adult during the task.
G	Guided work	The task was completed as part of a small guided group or as a whole class , led by an adult. e.g. shared writing
VF	verbal feedback	Verbal feedback was given individually to the pupil to support progress.
CVF	Class Verbal Feedback	Verbal feedback was given to the whole class to address common misconceptions or praise.

Usage Guidance (for policy):

- These codes should be used as part of ongoing feedback and marking. They help:
- Identify the level of support provided.
 - Inform teacher planning.
 - Make marking clearer and more meaningful for pupils.
 - Provide transparency for parents and leaders during book looks or assessments.

These codes must be explained to pupils and displayed in classrooms and in the back of relevant exercise books. (Appendix 3)

This policy aims to bring about significant, sustainable improvement in teaching, learning, and pupil outcomes. The following indicators will be used to measure its success:

- Pupil Outcomes: Evidence of progress in books over time, with pupils able to articulate their learning goals and demonstrate resilience.
- Teacher Practice: Consistent understanding of effective feedback principles among staff, with purposeful marking that prioritises quality over quantity.
- Teaching Assistants: TAs are confident in delivering feedback and actively contribute to pupil progress.
- Leadership Monitoring: Consistency in marking and feedback practises across classes, with evidence of improved pupil outcomes.
- Pupil Engagement: Pupils motivated by feedback, showing improved learning behaviours and a growth mindset.
- Whole School Culture: A coherent approach to marking and feedback that fosters shared expectations among staff, pupils, and parents.