



Feedback and Assessment Policy

Implementation Date – Summer 2025

Review Date – September 2026

PURPOSE

Feedback at St.Michael's Community Academy is intended to systematically check the understanding of pupils, identify misconceptions and provide clear next steps for progress. (EEF Guidance)

NON-NEGOTIABLES

- Each subject has a feedback requirement that should be followed on Showbie. This is for every lesson (see Appendix with detailed list)
- All feedback after a lesson must be given digitally, via voice note, comment etc
- When a child is absent from the lesson, the letter X should be recorded in the grade box.
- Teacher feedback must be in **BLUE** pen.
- When writing (in any subject) is completed in a book, children must take a photograph of the whole page of work and upload it to Showbie. It must be transcriptionally marked and AND traffic light feedback given.
- Teaching assistants or student teachers will use a **PURPLE** pen.
- When a child has been supported, to the point where the work is not accessible without adult help, this will be indicated by an 'S' in the grade box AFTER the traffic light feedback.
- Voice notes are used to personalise feedback/praise and guide pupils in addressing misconceptions, challenge or questioning.
- All feedback must be acted on. This must be where the work was completed: either in the book or on the iPad. Once acted on, children should upload an edited version to Showbie.
- All pupils will use a **GREEN** pen when correcting, editing their work, and self-marking.

Writing Feedback

- Writing marking codes (See Appendix) will be written in the margin on the corresponding line to the error.
- Spelling Errors should be corrected above the word that is spelled incorrectly. Priority should be given to words that have been shared as part of the lesson, are displayed in the classroom, are phonetically decodable or common exception words.
- Handwriting errors should be written at the bottom of the page.
- Incorrect number and letter formation must be addressed, maximum of 2 corrections per piece of work.
- Extended pieces of writing will be assessed against the Success Criteria (Autumn 1 – Mini success criteria, Autumn 2 onwards – Extended Success Criteria) in line with National Curriculum objectives. These will be assessed on completion of the final piece of published work and the following Showbie codes will be used for this lesson only (● – GDS, ● – EXS, ● – NYT and ● – B)

What's my feedback?	What does it mean?	What's my next step?
	I have met the lesson objective.	Complete the retrieval.
	I have shown a growth mindset/ resilience.	Keep it up!
	I am working towards meeting the lesson objective.	Work with my teacher.
T	Transcription: I have punctuation and spelling mistakes.	Correct the mistakes.
F	Formation: I haven't formed my letters or numbers correctly.	Correct the mistakes.
Q	Quantity: I haven't done enough work.	Finish my work at break time.
S	Support: An adult helped me with my work.	

Maths

- Self-marking and conditional highlighting must be integrated where possible in lessons to support meta-cognition. This must be checked, but not ticked, prior to giving feedback using the traffic light system.
- Written answers should be transcriptionally marked in line with feedback codes.
- Incorrect number and letter formation must be addressed, maximum of 2 corrections per piece of work.

Incorrect Answers

- Incorrect answers will be given a dot.

Reflection Time

- In order for children to reflect on their feedback and for teachers to address common misconceptions, 'Reflection Time' will be embedded across the curriculum and will be delivered at the start of EVERY lesson (uploaded to Showbie into the previous lesson assignment). Common misconceptions are addressed with either the whole class, or a smaller number of children using professional judgment. For example, 10 children might need a misconception addressing at the start of the lesson, while others move onto their Next Step (or Retrieval).

Lessons that do not require traffic light feedback

- A short note regarding misconceptions and children to target in next lessons to ensure progress. An example: '*Children secure that light travels in a straight line, but need to revisit scientific language (reflection) next lesson. Target: MC, RR*'

Appendix 1:

Writing Feedback Codes

What does your writing feedback mean?



sp	Spelling Mistake
○	Needs a capital letter or lower case letter
~~~~~	Does not make sense
//	New paragraph
^	Missing word or punctuation

**Appendix 2:**

<b>What does my feedback mean?</b>	
	I met the lesson objective
	I have shown a growth mindset/ resilience
	I am working towards meeting the lesson objective.
<b>T</b>	Transcription: I have a punctuation/spelling mistake
<b>F</b>	Formation: I haven't formed my letters numbers correctly
<b>Q</b>	Quantity: I haven't completed enough work
<b>S</b>	Support: An adult helped me with my work

### Appendix 3 – Feedback Expectations

Subject	Feedback on Showbie/Books	Assessments
English	🟢, 🟡 or 🙌 for every lesson Reflection Time	Published writing assessed in line with NC writing objectives.
Maths	🟢, 🟡 or 🙌 for every lesson Reflection Time	End of unit assessments
Science	🟢, 🟡 or 🙌 for every lesson Reflection Time	End of unit assessments
History	🟢, 🟡 or 🙌 for every lesson Reflection Time	End of unit assessments
Geography	🟢, 🟡 or 🙌 for every lesson Reflection Time	End of unit assessments KPIs
RE	🟢, 🟡 or 🙌 for every lesson Reflection Time	End of unit assessments
PSHE	A whole class note to be added, main misconceptions with any areas to cover in the next lesson. Reflection	End of unit assessments
Music	A whole class note to be added, main misconceptions with any areas to cover in the next lesson. Reflection	End of unit assessments
Computing	A whole class note to be added, main misconceptions with any areas to cover in the next lesson. Reflection	End of unit assessments
French	A whole class note to be added, main misconceptions with any areas to cover in the next lesson. Reflection	End of unit assessments
PE	Live Feedback Reflection Time - Whole Class Misconceptions	End of unit assessments
Art	A whole class note to be added, main misconceptions with any areas to cover in the next lesson. Reflection	Masterpiece
Design and Technology	A whole class note to be added, main misconceptions with any areas to cover in the next lesson. Reflection	Final product

#### Example whole class note:

Most children secure. Target (Add child names) next lesson. Main misconception (if any)