



St Nicolas C of E Academy

Together We Flourish
Feedback Policy

Written: May 2026



St Nicolas C of E Feedback Policy

Vision and Values

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Our vision draws inspiration from the Parable of the Sower which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament.

A farmer sows seed in a field:

- Some seed falls on the paths, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly, but soon the sun dries them. There is not enough soil, and the plants die.
- Some seed begins to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.
- But some seeds fall on rich soil. So, the plants flourish.

We strive to provide the rich soil that enables our children and adults to develop the deep roots that they need to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom, where everyone feels valued and has respect for themselves and others, and hope for the brightest future.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential.

To realise our mission, we endeavour to live out our vision through our school motto:

Together We Flourish

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- Love (Compassion and Friendship)
- Peace
- Thankfulness
- Perseverance
- Service
- Hope

Our one school rule of respect ensures everyone feels valued and is the lens through which all our values are viewed.

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

Effective feedback is an essential part of the education process. At St Nicolas we understand that effective interactions between teachers and pupils are fundamental for acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next to improve pupils' learning and progress. Moreover, we recognise that this can often be achieved without extensive written dialogue or comments and that the quantity of feedback should not be confused with the quality. The quality of the feedback, whether written or given verbally, will be seen in how a pupil is able to tackle subsequent work.

Aims

- To provide a consistent approach to feedback across all stages.
- To provide children with constructive feedback which fosters a culture of growth mindset.
- To develop children's metacognition by enabling them to identify strengths and how they can improve their performance.
- To involve children in part of the process of feedback and provide opportunities to review their own work as well as their peers.
- To inform the teacher of children's progress and needs for future planning.

Types of Feedback

Verbal

This will involve a discussion of work and direct contact with the child. It is particularly appropriate with younger or less confident children.

Written

This may involve notes or comments, with the use of symbols (see appendix), which provide specific improvement suggestions.

Recognition of achievement

Children are encouraged to celebrate one another's achievements within class groups. Achievement is also recognised by sending the child to the Headteacher, or other teachers, for praise.

Corrections

Not every mistake will be corrected. To correct everything can be counterproductive to children's motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. Where possible, corrections should link to the learning objective. However, other non-related errors that a child consistently makes should also be corrected as appropriate. For re-draft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available.

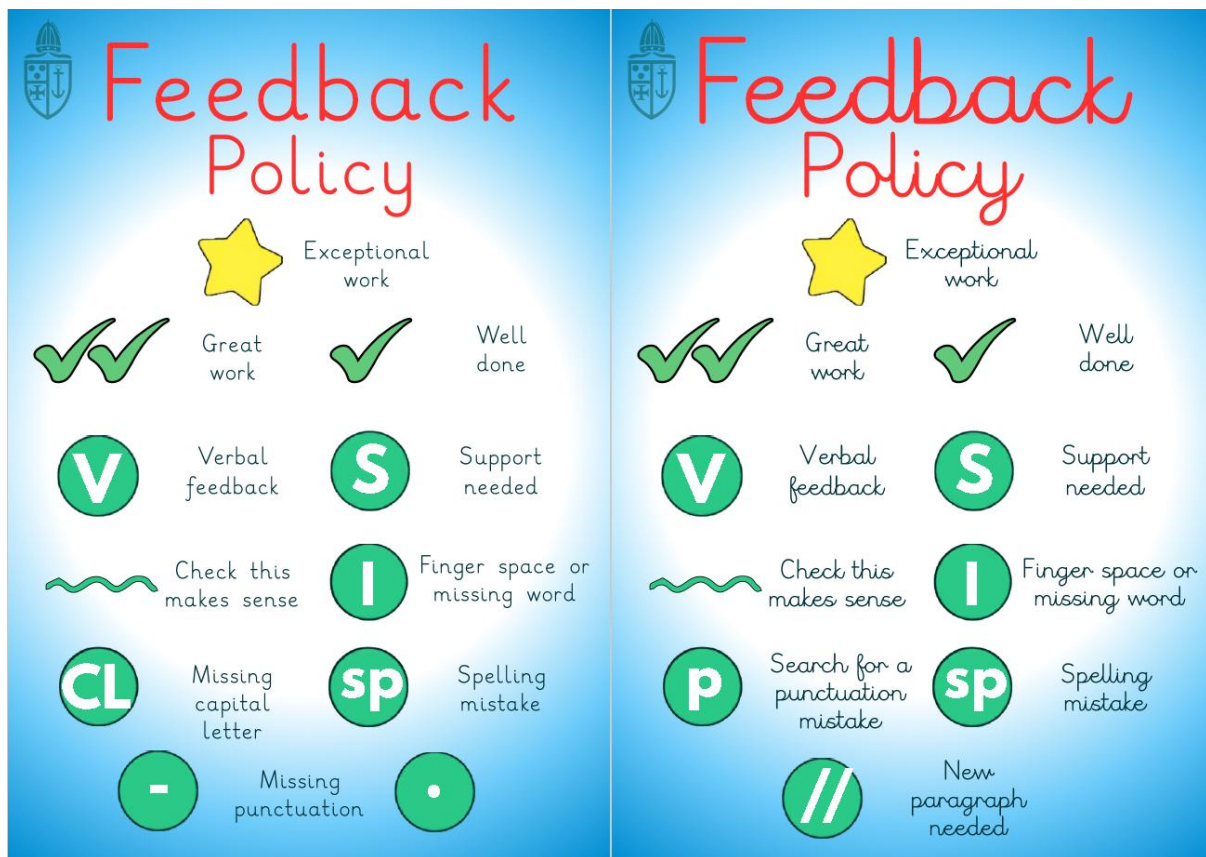
The feedback of written work will vary with the development of the child. At an early stage the majority of feedback will be verbal. As children develop, they are encouraged to become more independent and use 'Purple Polishing Pens' to edit their own work. Feedback may then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work for the teacher to mark.

Improvements

We recognise that feedback is most productive when children are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given for children to review their work in light of the comments made, either with the teacher or with a partner. Children use a purple pen to show this and it is called "purple to polish" Children may also have the opportunity to edit their work using edit slips, based on the teacher's comments, either independently or as part of a group when the teacher is working with them.

Appendix

All teachers should feedback in a green pen. Children should use purple to polish.



For younger children

For older children