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1. Aims

At Storyybrook, we recognise that effective feedback is central to pupil progress. As a specialist SEMH (Social, Emotional and Mental Health) provision, we also recognise that many of our pupils may have experienced disrupted education, trauma, and barriers to engagement.

This policy aims to:

- support pupils to make progress through clear, timely and meaningful feedback
- promote confidence, motivation and emotional wellbeing
- ensure feedback is accessible, appropriate and non-threatening
- reduce unnecessary workload for staff while maintaining high expectations

Feedback at Storyybrook is guided by the principles set out in the Education Endowment Foundation (EEF) research on effective feedback.

2. Key Principles

Feedback at Storyybrook will:

- be immediate wherever possible, particularly for pupils who struggle to retain verbal or written instructions
- be verbal-first, with written marking used where it adds value
- be clear and specific, focusing on what the pupil has done well and what to do next
- be emotionally sensitive, avoiding overwhelming or negative language
- be proportionate, recognising that excessive written marking does not improve outcomes
- support pupils to reflect and respond in a way appropriate to their needs

In line with EEF guidance, feedback should consider task, process and self-regulation, not just correctness. Therefore, feedback may focus on strategies used, not just outcomes.

3. Types of Feedback

Verbal Feedback (Primary Method)

Verbal feedback is the most effective form of feedback in our setting and will be used as the main method.

This includes:

- immediate praise and reinforcement
- live correction and modelling
- questioning to deepen understanding





- reminders and prompts

Where appropriate, staff may indicate in books that verbal feedback has been given (e.g. “VF”).

Live Marking

Staff will use live marking during lessons to:

- address misconceptions in real time
- support pupils who may become disengaged
- prevent escalation of frustration

This may include:

- highlighting errors and correcting with the pupil
- modelling correct responses
- scaffolding work

Written Feedback

Written feedback will be used where appropriate and should:

- be brief, clear and legible
- focus on one key improvement point
- avoid excessive written comments

Examples include:

- short next steps
- corrections
- prompts or questions

Lengthy written marking is not expected and does not meet the needs of our pupils.

Non-verbal Feedback

Staff may use:

- visual cues
- symbols or stamps
- highlighting

These approaches can be particularly effective for pupils with communication or processing needs.





4. Marking and feedback codes

At Storyybrook, marking codes are used to support clarity and consistency while keeping feedback accessible and low threat for pupils.

Core Codes

VF - Verbal Feedback given

Indicates that immediate verbal feedback has been provided during the lesson.

✓ - Correct

Used to acknowledge correct responses or successful learning.

I - Independent work

Shows that the pupil completed the work independently.

S - Supported

Indicates that the pupil completed the work with adult support.

Improvement Codes

C - Correction needed

Indicates that a correction has been discussed and should be completed with support where needed.

→ - Next step

Used to show a simple, clear next step for improvement.

? - Think / check

Used to prompt the pupil to reflect or reconsider an answer.

Presentation and Basic Skills

Sp - Spelling

Used to highlight a spelling to be corrected or practised.

P - Punctuation

Used where punctuation needs attention.

Use of Marking Codes

- Codes will be used consistently across the school.
- Verbal feedback (VF) is the primary method of feedback.
- Written codes will be kept to a minimum and used only where they add value.
- Staff will explain marking codes to pupils in an age-appropriate way.





- Pupils will be supported to respond to feedback where appropriate.

The aim of this system is to ensure feedback is clear, supportive and manageable, without overwhelming pupils.

5. Pupil Response

Where appropriate, pupils will be given opportunities to respond to feedback.

This may include:

- correcting work
- discussing learning with an adult
- reattempting tasks

Responses should be:

- supported
- proportionate
- appropriate to the pupil's emotional and developmental stage

6. Feedback and Behaviour

Feedback must support emotional regulation and positive relationships.

Staff will:

- use calm, respectful language
- avoid public criticism
- give feedback privately where needed
- be aware of triggers and past experiences

Feedback should never:

- shame or embarrass pupils
- escalate behaviour
- undermine relationships

7. How Storybrook links feedback to the School Behaviour System

At Storybrook, feedback is closely aligned with the school's Behaviour and Relationships Policy. We recognise that pupils' ability to engage with feedback is directly linked to their emotional regulation and readiness to learn.

Staff will:





- deliver feedback in a calm, consistent and predictable manner in line with the school's behaviour approach
- use language and strategies that support de-escalation and maintain positive relationships
- provide feedback at appropriate times, recognising when a pupil may not be emotionally ready to engage
- prioritise regulation before feedback where necessary

Feedback will reinforce the school's behaviour expectations by:

- recognising effort, resilience and positive learning behaviours
- using consistent language aligned with the school's behaviour system
- celebrating small steps and progress

Staff will avoid:

- giving feedback during moments of heightened dysregulation
- using language that could be perceived as confrontational or critical
- escalating situations through repeated correction or pressure

Where pupils are unable to engage with feedback at the time it is given, staff will revisit learning at an appropriate point once the pupil is regulated.

This approach ensures that feedback supports both learning and emotional wellbeing.

8. Consistency Across the School

To ensure consistency:

- all staff will follow this policy
- expectations will be adapted where necessary to meet individual needs
- leaders will monitor feedback through book looks, learning walks and discussions with pupils

9. Workload Considerations

In line with national guidance and best practice:

- written marking should be manageable and purposeful
- staff are not expected to provide detailed written feedback for every piece of work
- time should be prioritised for planning, teaching and verbal feedback





10. Monitoring and Review

This policy will be monitored by senior leaders and reviewed annually, or before if necessary to ensure it remains effective and appropriate for our pupils.

