Stone Lodge Therapeutic School

Feedback Policy 2026-2028

At Howard's House, we recognise the vital role that live feedback plays in the interaction between teacher and pupil. Our approach prioritises meaningful learning conversations, whilst also managing teacher workload by reducing written feedback.

Our Core Principles:

- **Meaningful** – Feedback should support real understanding and next steps.
- **Manageable** – Systems must be sustainable for staff.
- **Motivating** – Pupils should feel acknowledged, valued, and inspired to improve.

We believe that the quality of feedback outweighs the quantity. Feedback should always be used to check outcomes and inform decisions about the next steps for both teaching and learning. Extensive written comments are often unnecessary; progress can be driven through targeted, real-time feedback instead.

A key priority is to ensure that all pupils feel their work is recognised. Feedback should help them celebrate success, understand areas for improvement, and feel confident about their next steps.

We are also mindful that, for some pupils, written feedback can act as a trigger. In such cases, verbal feedback is preferred and should be recorded by writing 'VF' in the corner of the page.

Feedback Tools at Howard's House

Tool	Purpose
Green Highlighter	Used by teacher or peer to highlight where outcomes have been met. This helps pupils identify their successes and encourages continued effort.
Yellow Highlighter	Highlights where outcomes have not yet been met. This draws attention to areas for improvement and supports the closing of learning gaps.
Verbal Feedback (VF)	Verbal feedback is indicated by writing 'VF' on the page. Its impact is shown through the pupil's response in purple pen. If a pupil is unable to respond in writing, this is acknowledged.
Purple Pen	Used by pupils to respond to teacher feedback, either following yellow highlighting or verbal feedback.
Green Pen	Used by teachers for limited written responses where additional clarification is needed to support independent pupil reflection and response.