



## Feedback Policy

Document History		
Date of Change	Author	Notes (changes made)
Summer 2025	SLT	Created

## Introduction

This feedback and marking policy is designed to:

- **Outline our approach to how feedback is provided**
- **Ensure that feedback is meaningful, manageable and motivating**
- **Support pupil progress while maintaining a sustainable workload for teachers**

*Our approach is informed by research, including the Education Endowment Foundation (EEF) guidance on effective feedback.*

## Our school vision

*We aim to equip our school community to live in the fullness of life that Christ promised; learning courageously, flourishing in the community, knowing that we are each cherished and loved by God.*

### Learning and growing in the sight of God

<b>LEARNING</b> <i>Learning courageously</i>	<b>GROWING</b> <i>Flourishing in the community</i>	<b>IN THE SIGHT OF GOD</b> <i>Knowing that we are each cherished and loved by God</i>
Perseverance	Community	Faith
Joy	Compassion	Trust

# Our Approach to Feedback

The EEF (The Education Endowment Foundation) describes 6 recommendations for effective feedback in their guidance report 'Teaching Feedback to Improve Pupil Learning', these are outlined in the table below. Using these recommendations, our feedback policy ensures that feedback is clear, purposeful, and impactful. By focusing on specific learning gaps, self-regulation strategies, and subject knowledge, feedback helps to move the learning forward.

	Principle	Recommendations	What it looks like in the classroom
1	Lay the foundations for effective feedback	By providing high-quality instruction, supported by two key formative assessment strategies: 1. Setting clear learning intentions for feedback to target. 2. Identifying learning gaps for feedback to address. Good instruction reduces the need for extensive feedback and ensures it is focused and effective.	<ul style="list-style-type: none"> <li>• Clear learning intention</li> <li>• Use of success criteria</li> <li>• Effective questioning</li> <li>• All children given the chance to respond</li> <li>• Carefully designed tasks</li> <li>• Clear modelling</li> <li>• High expectations of all</li> </ul>
2	Deliver appropriately timed feedback that focuses on moving learning forward	Feedback should focus on moving learning forward by addressing specific gaps identified by the teacher. High-quality feedback can target: 1. The <b>task</b> – its outcome and advice on improving similar tasks. 2. The <b>subject</b> – understanding key concepts and processes. 3. <b>Self-regulation</b> – strategies for planning, monitoring, and evaluating work. Feedback focusing on personal characteristics is less effective. It provides little information to close learning gaps and may shift attention from learning to self-esteem. For example, praising a pupil as a "natural mathematician" does not help them improve and may even hinder progress.	<p><b>Task Example</b> In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'</p> <p><b>Subject Example</b> In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'</p> <p><b>Self-regulation Example</b> In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'</p>
3	Plan for how pupils will receive and use feedback	Careful consideration should be given to how pupils receive and respond to feedback. Factors such as motivation, self-confidence, trust in the teacher, and the ability to process information significantly impact its effectiveness. Teachers should adopt strategies that encourage pupils to value and engage with feedback, while also ensuring time and opportunities are provided for pupils to act on it.	<p><b>Discussing the Purpose of Feedback</b> Teachers explain that feedback is given to help pupils improve and meet high standards, not to criticise. Pupils understand the positive intent behind feedback.</p> <p><b>Modelling the Use of Feedback</b> Teachers and peers share examples of how feedback has led to improvement. Feedback use is celebrated and modelled by students.</p> <p><b>Providing Clear, Concise, and Focused Feedback</b> Feedback is short, specific, and focuses on key areas (task, subject, or self-regulation). Teachers avoid overwhelming pupils with too much information.</p> <p><b>Ensuring Pupils Understand the Feedback Given</b> Feedback is clear and easy to understand, using simple language. Teachers check understanding by asking pupils to explain the feedback.</p>

4	Carefully consider how to use purposeful, and time-efficient, written feedback.	Written methods of feedback, including written comments, marks and scores, can improve pupil attainment; however, the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be <b>less important than ensuring that the recommendations 1 – 3 are followed.</b>	
5	Carefully consider how to use purposeful verbal feedback	Verbal methods of feedback can improve pupil attainment and may be more time-efficient compared to some forms of written feedback. Again, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring recommendations 1-3 are followed.	
6	Design a school feedback policy that prioritises and exemplifies the principles of effective feedback	Schools should design feedback policies which promote and exemplify principles of effective feedback. <b>The policies should not over-specify features such as the frequency or method of feedback.</b>	

In 2016, the Department for Education published a report, 'Eliminating Unnecessary Workload Around Marking', which described three principles of effective marking:

**Meaningful:** Marking varies by age, group, subject, and what works best for the pupil and teacher in relation to any particular work. Teachers are encouraged to adjust their approach as necessary and should be trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

**Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive – sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the pupils, this can be a disincentive for pupils to accept challenges and take responsibility for improving their work.

# Our Feedback Strategies

Effective feedback is central to our approach to teaching and learning. The strategies outlined below illustrate how we provide timely, targeted feedback that helps pupils build on their strengths and address areas for improvement.

Strategy	What it might look like
<b>'Live'</b>  <b>It happens in the moment</b>	<ul style="list-style-type: none"> <li>Teachers actively circulate the room during lessons, providing immediate, tailored feedback to pupils.</li> <li>Feedback is primarily verbal but may include brief written comments or modelling where necessary.</li> <li>Individual pupils, groups, or the whole class may receive feedback based on identified needs.</li> <li>For example, during a maths task, a teacher identifies a pupil struggling to apply a specific method. The teacher models the method, works through a problem with the pupil, and then encourages them to continue independently.</li> <li>Staff will question pupils to check understanding and deepen knowledge.</li> <li>Instant responses may be used, such as on a mini whiteboard, where teachers can offer instant feedback.</li> <li>Staff identifying misconceptions early, keeping pupils focused, and promoting self-reflection strategies.</li> </ul>
<b>Self and Peer Reflection</b>	<p><b>Self-Reflection</b></p> <ul style="list-style-type: none"> <li>Pupils are guided to reflect on their own work through explicit teaching of reflection techniques and teacher modelling.</li> <li>Pupils use resources such as sound mats, dictionaries, and success criteria to support their learning and identify areas for improvement.</li> <li>Magnificent Monitoring is used during writing tasks, encouraging pupils to evaluate and edit their own work.</li> <li>Green pens are used for self-editing</li> </ul> <p><b>Peer Reflection</b></p> <ul style="list-style-type: none"> <li>Pupils collaborate with peers of varying abilities to provide positive support and constructive feedback.</li> <li>Teachers ensure a safe and respectful environment, guiding pupils to focus on furthering learning through specific and actionable feedback.</li> <li>Planned time is incorporated into lessons for pupils to review each other's work, fostering teamwork and shared responsibility for progress.</li> </ul>
<b>Reflect and Refocus</b>  <b>Mini plenaries</b>	<ul style="list-style-type: none"> <li>Teachers pause the lesson to address misconceptions or deepen and stretch learning.</li> <li>Modelling may be provided by the teacher to clarify understanding or demonstrate new approaches.</li> <li>Pupils are guided to reflect individually or with a partner, identifying areas for improvement or success.</li> <li>Opportunities may be provided for pupils to 'Magpie' ideas from their peers to enhance their own work.</li> <li>The learning intention or success criteria may be revisited to refocus pupils and ensure clarity of expectations.</li> <li>Teacher may use a visualiser to highlight children's work within the class.</li> </ul>
<b>Planning for Progress</b>	<ul style="list-style-type: none"> <li>Teachers use feedback to identify key next steps and adapt the following lesson to meet pupils' needs.</li> <li>Especially In English, feedback may be given to the whole class, with modelling carried out by the teacher to clarify concepts or skills. Pupils are then given time to edit and improve their writing based on the feedback provided.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers may group pupils based on specific needs, ensuring that lessons are targeted to support progress and address learning gaps.</li> </ul>
<b>Verbal Feedback</b>	<ul style="list-style-type: none"> <li>Teachers provide immediate, targeted verbal feedback during or after tasks, offering guidance to help pupils improve.</li> <li>Verbal feedback is personalised, focusing on specific areas such as task completion, subject knowledge, or self-regulation.</li> <li>Teachers may use questioning to prompt reflection and encourage pupils to make improvements.</li> <li>It may occur in one-to-one interactions, small groups, or with the whole class, depending on the needs of the pupils.</li> </ul>
<b>Written / Distance feedback</b>	<ul style="list-style-type: none"> <li>Teachers may use written feedback away from the point of teaching when it is felt that the feedback would further develop learning in a way none of the other strategies could.</li> <li>It will be clear and precise with a focus on strengths or areas for development.</li> <li>Teachers will be mindful of children's confidence and motivation.</li> <li>Green highlighters, or work underlined in green, may be used to highlight a particular strength.</li> </ul>

## Expectation of Teachers

- All work will be viewed by the teacher and Learning Intention (WALT) is highlighted or ticked in green if the Learning Intention has been met independently.
- Live feedback takes place in all lessons.
- Mini plenaries are used frequently.
- Misconceptions are addressed and children continue to make progress.
- Visualisers are used for modelling.
- Time for self and peer reflection is planned into lessons.
- At the end of a writing genre children will publish their work. Published pieces are marked against a success criteria by both the pupil and teacher.

## Role of Governors

Our governors support, monitor, and review the school's approach to feedback. In particular, they:

- Ensure that feedback practices align with the school's vision for teaching and learning.
- Support the allocation of resources to enable high-quality feedback strategies.
- Monitor the impact of feedback on pupil progress through headteacher reports and school data.
- Ensure that staff development and performance management policies promote effective feedback practices.
- Review the effectiveness of feedback strategies as part of the school's self-evaluation process.
- Analyse assessment and progress data to ensure feedback is contributing to improved outcomes for all pupils.

## Monitoring

Feedback practices are monitored by the Senior Leadership Team and subject leaders who carry out a range of actions to ensure:

- Our school vision is at the heart of everything we do
- Feedback strategies are effectively integrated into the curriculum to support pupils' progress.
- Any areas of feedback practice requiring development are identified, with actions taken to improve these practices.
- Feedback supports pupil engagement and encourages a growth mindset, empowering pupils to take ownership of their learning.
- The focus of monitoring will not be on the frequency of marking but rather on the impact feedback has on pupils' learning- gathered through pupil voice, visits to classrooms and book looks.

## References



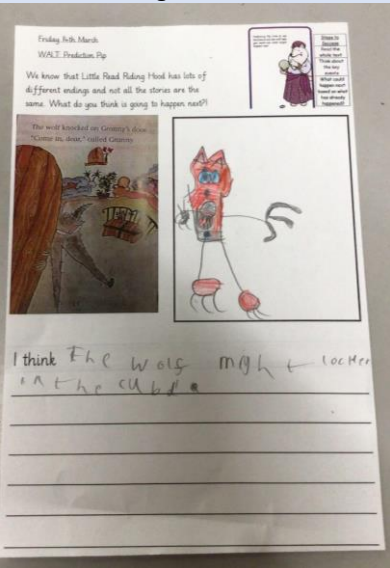

Education Endowment Foundation (2021) *Teaching Feedback to Improve Pupil Learning*

Department for Education (2016) *Eliminating Unnecessary Workload Around Marking*

# Appendix

Codes that may be evident in books

- S - Child has been supported in completing this section of the work
- If the S is next to the Learning Intention the whole piece of work has been supported
- VF - Verbal feedback has been provided at this point in the lesson

Pupils work before feedback	Possible feedback provided	Pupils work after feedback
<p>Reception - Maths</p> 	<p>"Can you find the number 9 numicon block? Well done, that is the correct block. Can you now place one cube on each place on the numicon block? Have you made 9? What do you need to make 9? Let us count the cubes together."</p>	
<p>Year 1 - Writing</p> 	<p>"Wonderful writing about the wolf. You could improve your writing by writing on the lines. Can you have another try at your sentence below, trying to sit each of your letters on the line?"</p>	



7.1.25  
WALT: 3, 6 and 9 times tables

Welcome to Mr. Atkinson's Shop!

You have £50 to spend... But you are not allowed to buy just one of the items! For example if you want a new hat, you have to buy at least 2! Sorry that is just the rules of this shop!

I could buy:

Items:	Sum:
2 Purple beanies	$2 \times 9 = 18$
2 Red hoodies	$2 \times 6 = 12$
2 blue jeans	$2 \times 9 = 18$
3 pairs of white socks	$3 \times 3 = 9$

### Feedback

"Fantastic work, I can see that you can use your 3, 6 and 9 times tables to spend your £50 in my shop! Just don't forget our rule of 1 digit in 1 box—you can look at our learning wall if you need help on what that looks like. I want to give you a bit more of a challenge, for this you will need to use your problem solving skills, as well as knowledge of the times tables. Please could you now try and spend £105 exactly in my shop? A top tip is to think of numbers in the 3, 6 & 9 times tables that will add up to £105".

Challenge:

What about if you had £105? Could you spend all of it exactly?

5 green beanies  $5 \times 3 = 15$

10 green shorts  $10 \times 9 = 90$

$15 + 90 = 105$