Barrowby Church of England Primary School

Feedback Policy

1. Introduction.

1.1 At Barrowby Church of England Primary School, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

1.2 Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:
- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful; and
- provide specific guidance on how to improve and not just tell pupils when they are wrong.

1.3 This policy reflects the consensus of opinion of the whole staff and has been approved by the Governing Body.

1.4 This policy outlines the purpose, nature and management of feedback in our school.

1.5 The implementation of this policy is the responsibility of the Headteacher and all the teaching staff, including teaching assistants.

2. The Nature of Feedback

2.1 Our policy focuses on a number of core principles:
- the sole focus of feedback and marking should be to further children's learning; evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of learning is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress; and
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

2.2 Research suggests that feedback 'at the point of learning,' during a lesson, is one of the most effective ways of improving pupils' progress and can take many forms e.g.
- Visual – observing/reviewing how a pupil has performed
- Verbal – encourages a dialogue between the teacher and the pupil

- Written – communicates something meaningful for the pupil e.g. target, area of strength or for development

2.2   Feedback at Barrowby CE Primary School is categorised as:

2.3   **Active Feedback** – both verbal and written which happen during the lesson and should be meaningful to the pupil and help to inform their next steps.

2.4   Active Feedback gives the pupil the opportunity to reflect upon their learning, at the point of learning-opening a dialogue so the pupil(s) can better understand how they are doing and what they need to do in order to progress.

2.5   **Summative Feedback** – both verbal and written takes place at the end of the lesson or activity and should be meaningful to the pupil and help to inform their next steps.

2.6   Summative Feedback often involves whole groups or classes and provides an opportunity for evaluation of learning in the lesson. This may take the form of self- or peer- assessment against an agreed set of criteria. In some cases, may guide a teacher's further use of Post Learning Feedback, focusing on areas of need.

2.7   **Post Learning (lesson) Feedback** – happens after the learning (lesson), where the teacher reviews the learning outcomes. This should inform the teacher's understanding of the children's progress e.g. individuals, groups or whole class. It may involve annotations, written comments or targets for the children to read/respond to.

2.8   Post Learning Feedback gives the teacher the opportunity to reflect upon the pupil(s) learning outcomes and helps to identify and note the successes and areas for development for individuals, groups or the whole class; thus enabling the teacher to gather feedback, to better understand how pupils are progressing, so they can adjust their teaching both within and across a sequence of lessons.

2.9   Feedback provided to pupils, both verbally and written, will contribute to formative and summative assessments and may be used diagnostically.

3. Entitlement

3.1   Every child is entitled to receive meaningful feedback on their learning/work, during the lesson either verbally and/or written so that each child can reflect upon their work and act upon any developments as they arise.

3.2   Good learning attitudes, effort and work is celebrated. We have high expectations of children's intrinsic motivation to achieve their individual potential.

3.3   Children are encouraged to reflect on their own learning and evaluate their own achievement against the learning intention and success criteria, both individually through Self-Assessment and collaboratively through Peer Assessment activities.

3.4   There is no expectation that pupil's work needs to be 'marked' after a lesson, however, all work should be reviewed, after a lesson, by the teacher, including supply teachers and TAs so adjustments can be made to their teaching both within and across a sequence of lessons. This may be recorded and communicated in a variety of ways.

4. Implementation

4.1   As appropriate: Teacher, TA and other supporting adults will move around the

classroom to ensure meaningful feedback will be provided to child/ren, during the lesson. All work will be acknowledged in some form by class teachers. The purpose is to check for understanding.

4.2   Feedback is provided according to the lesson objective and success criteria and is dependent upon the subject area, age and ability of the child, and purpose of the work.

4.3   Feedback is given either individually, in small groups or to the whole class, and may be written or verbal.

4.4   In spelling: high frequency/tricky words; Common Exception Words and Year Group Word Lists should be targeted first. The teacher should underline spellings for the child to correct or model the correct spelling. The child should be encouraged to transfer the spelling to their Word Book or Word Bank.

4.5   Written comments will be made, only where it is meaningful for the child.

4.6   Comments should relate to the lesson objective and success criteria, highlighting successes and providing improvement activities and reminders where necessary (e.g. prompting, scaffolding, questioning), to ensure progression of skills.

4.7   When providing written annotations or comments, these will be written mainly in green or pink pens and will not obscure the child's own work. A pink pen will identify areas of success related to the learning objective. Sections indicated by green show areas for improvement.

4.8   Teachers should always provide pupils with time to review feedback including annotations and/or written comments, responding as appropriate. Teachers should always acknowledge pupil's responses.

4.9   A consistent approach to providing written comments is used throughout the school.

4.10   A significant aim of feedback should be to ensure that children are able to identify how they can improve their work to further their learning. In some cases, next steps are clearly communicated through annotations, the use of the Feedback Symbols and/or accompanying comments.

4.11   Targets are regularly formulated. These are discussed with children and will be shared in a variety of ways including written into homework diaries, books and displayed in classrooms.

4.12   Pupils may review, amend or redraft their work, as appropriate with the use of the Feedback Symbols, in Key Stage 2.

5.   Remote Education Feedback

5.1   Feedback is provided according to the lesson objective and success criteria and is dependent upon the subject area, age and ability of the child, and purpose of the work.

5.2   In Key Stage 1, feedback and next steps are provided via emails in response to pupil's work. House points are awarded and verbal feedback is encouraged to be fed back to the child via the parents.

5.3   In Key Stage 2, at least 3 pieces of work are responded to with written feedback each day.

5.5 During 'Live Lessons' across all year groups, verbal feedback is provided to all year groups in response to their learning. Verbal feedback is also provided by the class teacher in response to answering questions and reading aloud. Next steps are also provided verbally on these calls.

5.6 When using Microsoft Teams, live feedback is provided onto pupil work as they are completing it.

5.7 When using Microsoft Forms, instant feedback can be provided due to pre-populated answers and comments added to help guide the children forward.

5.8 Commendations are awarded weekly to recognise pupil's hard work when working at home.

6. Background Documentation

6.1 This policy was informed by reference to guidance from the Educational Endowment Foundation.

7. Feedback Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025
Next review: September 2028

Feedback Symbols

Pink highlighting means that this part of your work has achieved the objective – Well done! Remember to use these ideas in future pieces of work. Green highlighting is a prompt and gives you ideas about ways to improve your work. Respond to these straight away.
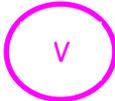
A tick shows this is right

If you have written something that is exceptional in relation to the objective you will see two ticks

When verbal feedback is given

Writing completed with the use of a sentence book

Writing completed with the use of a word book

Independent writing

A mistake may be identified using a cross, dot, dash or circle

Spelling mistakes will have a wiggly line underneath them

You will see this if you need to add something

If you have written something which doesn't need to be there it will be crossed out
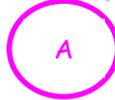
A new paragraph is indicated by

Once a correction has been completed

To show your target/next steps

Supported through using apparatus

Support given by an adult

Support given by a Teaching Assistant

Support given by a teacher