

Feedback Policy

December 2025





Feedback Policy

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RODINGS PRIMARY SCHOOL FEEDBACK POLICY

Feedback is an integral part of the teaching & learning cycle, and we aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

KEY PRINCIPLES

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson, where they are given an opportunity to respond to the given feedback. The 'next step' is usually the next lesson.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning. In addition teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

FEEDBACK IN PRACTICE

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Below is a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK.

Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

Feedback in Early Years

Feedback to children in the Early Years is always verbal and immediate. This is done in line with the 'in the moment planning' approach and teacher judgement is used to decide the best way of giving feedback to help the child achieve a positive outcome from that learning experience. For example, teachers will use their skills in communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Observations of children are recorded on Tapestry and in the 'notes' section of the observation there is specific detail about the interaction between adult and child, thus showing the verbal feedback that has been given.

When a child completes a piece of writing in EYFS they also receive verbal feedback in the moment, and lots of positive encouragement to build their confidence. Any EYFS writing that is collected in the child's writing folder is dated and a symbol is added to show whether the child completed the work independently.

- I for independent,
- IA for independent with aids (e.g. the independent use of a letter mat or RWI card),
- S for supported by an adult.

In addition to this useful information which is noted for the teacher's benefit, we also write notes on the back of the child's work to enable us to gain a better understanding of exactly what the child was able to do independently.

Feedback in Key Stage One and Key Stage Two

Staff in Key Stage One and Key Stage Two use a range of strategies to provide feedback to children both during and after lessons.

	Strategies	Evidence
Immediate	Progress sweep: Teacher aims to 'check-in' with every child. Dot/line marking/highlights: Teacher draws a dot/puts in a line/highlights where they would like a child to revisit and improve Responsive teaching: Verbal feedback throughout. Learning is moved on earlier or groups revisit. Hot marking: Comments/questions/blue box marking in books during the lesson Reminder, scaffold, example: Structure for effective verbal feedback Marking stations: Answers are provided for children to mark their own work as they progress during lessons.	Learning walks Lesson observations Books - dots/written feedback/blue boxes in books Evidence of corrections in child's work
Summary	Plenary: Group/class evaluation against success criteria/toolkits Purple box marking: Child draws a purple box around the section of work they would like to discuss with teacher Gallery critique: Children use post-its to give feedback to their peers when they share the work in their books. Self-assessment: Children use success criteria/toolkits to reflect on and improve their work Peer marking: The criteria for peer marking is kind, specific and helpful	Learning walks Lesson observations Books - purple boxes, gallery critique, peer marking, success criteria/toolkits Intervention timetables/provision maps Self-assessment (purple pen) Peer-assessment (green pen)

Review	Corrective Review: Notes are made on strengths, common issues and teaching points. This informs planning/next steps Pre-teaching: A small group or individual accesses some learning prior to the lesson to ensure they can access new concepts. Corrective teaching: A small group or individual has an additional session after the lesson where they need additional support to achieve the learning intention. Whole class or group editing sessions: Focus on editing and improving work. Teachers model this using iPad to share good examples and identify common misconceptions Written marking/feedback: the teacher may, after the lesson, provide written feedback through codes/comments for the child to respond to at the next appropriate point. Editing Flaps: Children redraft a section of work on a flap of paper, over the original draft Quizzing: At the end of a lesson/block/half-term topic children will be quizzed on their knowledge of what they have learnt and will be set tasks to assess their skills and concepts.	Corrective reviews - Feedback books - IWB feedback slides Annotated planning Books - blue teacher pen/ editing flaps/purple editing pen Quizzing/Test scores
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Staff are expected to consistently use a range of Immediate, Summary and Review strategies for core subjects, and Immediate and Review strategies for foundation subjects. However, professional judgement can be used with discretion.

Written feedback in for Writing

While we recognise the importance of teacher workload and that, generally, the most effective feedback is given immediately during the lesson, the nature of writing as a subject often lends itself to a higher level of written review marking- this is something our teachers, using their professional judgement, have moved towards in recent years. When giving written feedback, codes should be used in place of long written comments.

Support Level	Written feedback seen
Higher level of support	Teachers may: • Indicate where punctuation may be missing directly in the child's work. • Underline an incorrect spelling • Underline using a wavy line where a child has chosen an incorrect word.
Lower level of support	Teachers may: • Place a dot at the beginning of a line where a punctuation mistake has occurred. • Write "SP" at the beginning of a line where a spelling mistake has occurred. • Use [square brackets] around text that needs reviewing for meaning or sense. • Use a + sign in the text to indicate that the child should extend their writing at that point.

Following the recommendations from the Education Endowment Fund, teachers should not simply add or correct punctuation and spelling mistakes for the child; this is likely to have little to no impact on their understanding.

Teachers should use their professional judgement when deciding which written feedback to give taking age, ability, additional needs and the nature of the task into consideration. Teachers should also take the level of support given if using the writing to inform summative assessment.

Colour coding of comments/highlights

Teacher	Blue
Self	Purple
Peer	Green

Feedback books for corrective reviews

All members of the teaching staff are given a Feedback Book in which they will make corrective review notes. Corrective review is an important part of feedback at Rodings Primary School, as it gives staff a chance to make notes (both during and after lessons), reflect and plan lessons to address misconceptions and move the learning forward. The notes made can be shared with pupils, where appropriate, via IWB Feedback grids. Feedback books and IWB Feedback grids are monitored collaboratively in staff meetings and by senior/subject leaders.

Feedback language in lessons

Children are encouraged to reflect on both their own and others' work and we strive to improve both the language used and quality of their feedback. Pupils are regularly provided with opportunities to critique over work using both 'warm feedback' and 'cool language feedback'

Warm Feedback Language (*display in classrooms*)

- 'I really liked...'
- 'What jumped out was...'
- 'My favourite part is...'
- 'My eye is drawn to...'

Cool Feedback Language (*display in classrooms*)

- 'Could you...?'
- 'Why don't you try...?'
- 'A good idea would be...?'
- 'Have you considered...?'
- 'Have you thought of...?'

By discussing this language and applying it in class we believe it will have a positive impact upon the quality of feedback discussion children can have around their own work and reinforce the feedback is positive.

Feedback of Learning Logs

Learning Logs are used in Key Stage 2 to further extend a child's curiosity around what they have been learning in class. Tasks should be set over a two week period with the work being brought into school for the due date. We use a whole class feedback approach with lots of peer assessment and discussion about good examples with strategies used from the summary section of our feedback in the evidence table.

Glossary of Terms and Abbreviations

Term/Abbreviation	Meaning
DfE	Department for Education
EEF	Education Endowment Foundation
EYFS	Early Years Foundation Stage
KS	Key Stage
NCETM	National Centre for Excellence in Teaching Mathematics
RWI	Read, Write Inc