

# Feedback Policy

*'The curriculum is the progression model which underpins our approach to assessment and prioritises the formative aspect of this at the point of learning for ALL children.'*

## DEMAT Education Principles

Date of review: September 2025

Date of next review: September 2026



The Church of England  
Diocese of Ely



Awarded for commitment to  
high-quality phonics practice

Silver School  
Awarded  
in 2025



## 1. Introduction

This policy reflects the values and philosophy of Stanground St John's CofE Primary School in relation to issues regarding feedback and should be read in conjunction with our Curriculum and Assessment Policies. It will be shared with all interested parties both in the school and in the wider community and will apply to all staff and pupils in the school.

## 2. Our Vision

### Our Curriculum

- We value all children's entitlement to an excellent education.
- All pupils will be supported to achieve the expectations of a knowledge-rich curriculum by educators using research informed practice.
- We invest in developing our curriculum, teaching and wider provision to achieve this.

### Our Environment

- We give children the chance to learn, grow and make friends in a joyful and inclusive Christian environment.
- All children are welcomed, loved and respected regardless of their status, religion, financial background, ethnicity, abilities or gender.
- Our pupils and staff embrace challenge and feel confident in their own abilities.

### Our Pupils' Future

- We provide them with a firm foundation for the future and the opportunity to thrive.
- We seek to instill a lifelong love of learning and to expand each child's horizons.
- We are passionate about developing independent thinkers, courageous advocates for change, confident leaders and orators all with clear aspirations.
- We have high expectations of all pupils, their conduct in the school environment and their commitment to learning.

### Evidence Base

This policy is informed by the Education Endowment Foundation's '*Teacher feedback to improve pupil learning*' Guidance Report (2021). It is informed by, and prioritises, the findings that the three fundamental principles of effective feedback are:

1. We should ensure **teaching is high quality, structured and sequenced** laying the foundations for effective feedback;
2. Feedback is appropriately **timed** (judged by the teacher) with a **clear focus on moving learning forward;**

3. Teachers consistently consider **how pupils will receive and act upon the feedback given.**

### **Workload Implications**

We suggest time-efficient and manageable methods to mitigate teacher workload. DFE research into teacher workload has highlighted written marking as a key contributing factor to workload. Their research group found that marking should be: *“Meaningful, manageable and motivating.”*

We recognise that the characteristics of effective instruction may vary by phase and subject and feedback does not exist in isolation and must be rooted in these firm foundations. *“We do not expect to see any specific frequency, type or volume of marking or feedback”* (Myths, Ofsted, 2015).

These principles of effective feedback likely matter more than methods through which feedback is delivered. **We do not specify the method, frequency or timing for each session.** Instead, we provide examples of what effective practice looks like. We have considered opportunity costs such as teacher time and workload. We expect teacher autonomy to exercise evidence-informed professional judgement based on the three principles.

### **Methods of feedback**

Feedback focused on pupil’s personal characteristics or with vague or general comments, is **unlikely to be as effective**. Emotion should be removed, and emotive praise limited. In line with our curriculum principles, our teaching sequences are not differentiated, individualised or personalized. Therefore, there is no requirement that feedback should be tailored to the individual child [other than those identified with SEND].

#### **1. Live marking/Verbal Feedback**

In the independent learning stage of a lesson, with excellent attitudes to learning, teachers can see every child’s work at least twice while circulating, giving them suggestions and tweaks while they write. Alternatively, the class teacher/TA should use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. Groupings should be fluid within lessons so that the *needs of all children are met*.

#### **2. Coding**

Any written marking is clear, concise and focused and teachers should ensure pupils understand it.

We use coding which is minimalist and simple and avoids cognitive overload. A short, coded marking system is used **across the curriculum** to identify which pupils need specific re-teaching and to inform swift focused interventions and next steps of teaching.

/	<b>Catch up intervention required</b>
//	<b>Expected/achieved</b>
///	<b>GDS (evidence of SFD)</b>

**The code is recorded next to the date. Rapid interventions should be used in response to / and delivered by teachers or TAs – ideally the same day.**

### **3. Prior Learning**

Prior learning provides opportunities for reflection and positive reinforcement e.g. Multiple-Choice Quizzes.

## **Subject Specific Feedback Expectations**

### **Phonics/Spelling**

Sounds Write error correction methods are used. Errors are immediately corrected and modelled.

### **Writing**

- The process of drafting and re-drafting in small manageable chunks will avoid cognitive overload in feedback and give teachers opportunities to enable improvement. This is throughout lessons and sequences of lessons.
- We recognise that the best ways for pupils to get better at writing sentences/paragraphs is to see multiple examples of excellent sentences and paragraphs (modelled by the teacher or other pupils using a visualizer).
- Opportunities must be provided to practice misconceptions in a further practice piece of work
- Pupils are not expected to undertake lengthy re-drafting of their work.
- Pupils do not require individualised feedback in their books to make progress in their writing.
- Common errors eg. Letter formation, basic grammar is picked up immediately where possible using verbal feedback.

### **Reading**

The incorrect use of grammar or language is picked up immediately and individually/chorally recited. We share the expectation of scholar sentences – that all pupils speak in clear, grammatically correct sentences – and correct verbally if needed.

### **Mathematics**

If an answer is incorrect this is picked up through academic monitoring by the teacher and underlined in pink pen in their book. If a child is struggling with the task, in the moment feedback is given by the teacher during their laps.

## Wider Curriculum

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## Monitoring

We expect the use of simple coded marking (*///*) *across the curriculum* to ensure teachers are assessing gaps in knowledge and adapting planning sequences as required.

Otherwise, while specifying the principles, we deliberately **do not specify the timing and method** of feedback delivery as we want to provide space and autonomy for teacher judgement.

Evidence of written feedback is incidental to the process; additional evidence is not needed for external or internal verification. The core purpose is to improve the learner, not prove the feedback has been given. The focus should be on improving the learner not the work. Subject and senior leaders will monitor the use of formative assessment and feedback through pupil voice surveys with book sharing.

## APPENDIX A

### EXAMPLES OF MOVING LEARNING FORWARD IN THREE SPECIFIC AREAS

#### a. Task

Example: KS2 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 the circuit. Can you also label the switches and cells?”

#### b. Subject

Example: KS1 English. A pupil is struggling with letter formation. The teacher discusses this with them “Let’s just look at how you are writing your ‘d’s. Can you see you have started at the top and gone down and done a loop? Remember we start writing a ‘d’ by doing a letter ‘c’ shape. Let’s try that again”

#### c. Self-regulation

Example: KS2 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 used to solve problems we’ve tackled in the past. I think one of those could help you to solve this problem.”