

# FARCET C. of E. PRIMARY SCHOOL



## FEEDBACK POLICY

‘Let your light shine.’ Matthew 5:16

Date Agreed: September 2025

Date for Review: September 2027

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All staff
- School Governors
- Parents and Families of Farcet C. of E. Primary School

A copy of the policy will also be available in:

- The staffroom
- The school website

# Feedback Policy

## INTRODUCTION:

Research produced by the Education Endowment Foundation (EEF, 2025) states that feedback is information given to the learner about their performance in terms of targets or outcomes. Specific subject feedback from a teacher or teaching assistant can enable pupils to achieve their targets/outcomes. Feedback can be about the learning process, the outcome of a task or their own self-regulation regarding their learning (EEF, 2025). However, feedback can only be successful if pupils use and apply it to their learning.

Feedback to pupils can be verbal, written, modelled or from digital technology.

## RATIONALE:

Research (EEF, 2025) informs us that:

- Specific feedback about learning can have a positive impact upon learning outcomes, since children will both know and understand how to improve in each subject.
- Feedback can be effective when given immediately or shortly after the learning has taken place.
- Effective feedback can be given in a variety of ways such verbal, written, modelled or from digital technology. However, research suggests that specific verbal feedback can lead to seven months plus progress.
- Feedback should acknowledge what a child has achieved and address any misconceptions.
- Low attaining pupils benefit from explicit feedback regarding their learning.
- Metacognitive and self-regulatory feedback has a greater impact upon disadvantaged pupils.

### **Aims:**

- To help pupils make progress within every lesson.
- To provide strategies of how to bridge the gap in their learning (Zone of Proximal Development).
- To give children time to reflect upon their learning and put effort into making improvements 'in the moment'.
- To inform planning, target setting and structure next steps.
- To encourage a positive dialogue between child and Teacher/Teaching Assistant.
- To encourage children to have pride in their work, this includes content and presentation.
- To relate to the Key Learning Indicator (KLI) in English or learning objective (LO) in maths and PKC subjects which is shared with the pupils.
- To involve all staff working in the classroom.
- To give recognition and appropriate praise for achievement.

### **What does impactful feedback look like at Farcet CofE Primary School?**

Research by Hattie and Timperley (2007) suggests that impactful feedback must describe where the pupils are at with their learning and make at least one suggestion for the next step in their learning. Therefore, teachers and teaching assistants must know each child well to establish what gaps in knowledge they are trying to bridge (Zone of Proximal Development). Feedback about the quality of children's learning and strategies to further improve their learning are the most impactful types of feedback (Brookhart, 2017).

At Farcet CofE Primary School, teachers and teaching assistants use three categories of feedback as suggested by the EEF (2025) and Hattie and Timperley (2007):

- 1) Teachers and teaching assistants provide feedback about the learning task E.g. Whether answers are right or wrong. Addressing pupil's misconceptions is the most powerful example.
- 2) Feedback about the processing of the task E.g. Comments made about the strategies that pupils have used or strategies that could be used to improve their learning outcomes.
- 3) Feedback about self-regulation. E.g. Asking the pupils to self-assess their learning or assessing their self-confidence. This type of feedback leads to positive self-efficacy. Furthermore, this type of feedback can lead to pupils seeking feedback, accepting feedback and acting upon feedback.

### **Feedback strategies used at Farcet CofE Primary School**

#### **1) Timing:**

- Teachers and teaching assistants should give immediate feedback for knowledge of facts E.g. Correct/incorrect.
- Teachers and teaching assistants should consider writing feedback if it involves the pupils thinking/processing.
- Teachers and teaching assistants should provide feedback as often as is practical or of value to the pupils to ensure that they are bridging the gap in learning (ZPD).
- Pupil feedback is most useful when they are still working to achieve the Knowledge Learning Indicator (KLI) in English or LO in maths and PKC subjects, so immediate feedback in the lesson given by the teacher or teaching assistant is the most useful.

#### **2) Amount:**

- This is the most difficult decision that the teacher or teaching assistant has to make. The amount of feedback depends upon the gap in knowledge that the teacher/teaching assistant is trying to bridge (ZPD) from what the pupil knows to what they need to know.
- Teachers and teaching assistants should always prioritise the feedback to focus upon the learning that links to the KLI in English and LOs in maths and PKC subjects.
- Teachers and teaching assistants should always consider pupils developmental level when deciding upon the amount of feedback given.

### 3) Mode:

- Teachers/teaching assistants should select the best method of feedback to address the learning that is taking place to bridge the gap in pupil's knowledge (Oral, written or model).
- Interactive (verbal) feedback with a pupil or group of pupils is the best feedback to use.
- Written feedback is best used when considering the pupils thinking/processing.
- Use demonstration/model if a child needs an example  
E.g. Holding a pencil.

### 4) Audience:

- Teachers/ teaching assistants use individualised feedback, since it is personalised, so is more impactful for pupils.
- Teachers/teaching assistants use group/class feedback when addressing misconceptions/opportunity for re-teaching.

## Modes of feedback

### Oral feedback:

Oral feedback involves a teacher or teaching assistant providing specific feedback about learning to either an individual pupil, a group of pupils or whole class. Oral feedback is given at the time that a learning task is taking place or when a learning task is finished. The impact of specific verbal feedback is much higher than written feedback. Indeed, the average month's progress is seven months (EEF, 2025).

### **Written feedback:**

Written feedback usually includes written comments or marks being given to pupils. Written feedback is usually provided to pupils when they have completed a learning task and will be written by a teacher/teaching assistant in a way that pupils can read and understand for their age.

### **Digital feedback:**

Pupils may undertake online tests and be provided with instant feedback as to how well they have attained.

At Farcet CofE Primary School we use a range of these modes of feedback and we focus upon the importance of specific/high quality learning when using each.

Table 1:

Type of Feedback	What the feedback looks like?
Verbal feedback in the lesson	<ul style="list-style-type: none"><li>Teachers gather feedback within their lessons – such as whiteboard work, questioning of whole class, moving around looking at the pupils work in their books.</li><li>This feedback takes place in lessons with individuals or small groups.</li></ul>

	<ul style="list-style-type: none"> <li>Teachers might give verbal feedback to pupils for immediate action. They will use a <b>blue</b> pen and mark 'VF' in pupil's books.</li> <li>Teaching assistants might give verbal feedback to pupils for immediate action. They will use a <b>green</b> pen and mark 'VF' in pupil's books.</li> <li>Pupils in KSI and KS2 may make revisions/edits in <b>purple</b> pen within their books.</li> </ul>
Written feedback in the lesson	<ul style="list-style-type: none"> <li>Teachers might provide written feedback in the lesson and annotate pupil's work using a <b>blue</b> pen. The written feedback must link to the KLI (English) or LO for maths and PKC subjects. Written comments can both support or challenge the pupil's learning.</li> <li>Teaching Assistants might provide written feedback in the lesson and annotate pupil's work using a <b>green</b> pen. The written feedback must link to the KLI (English) or LO for maths and PKC subjects. Written comments can both support or challenge the pupil's learning.</li> <li>Pupils in KSI and KS2 may make revisions/edits in <b>purple</b> pen within their books.</li> </ul>
Modelled Feedback	<ul style="list-style-type: none"> <li>Teachers and teaching assistants might provide modelled feedback E.g. How to hold a pencil properly.</li> </ul>
Digital feedback	<ul style="list-style-type: none"> <li>Pupils may undertake online tests and be provided with instant feedback as to how well they have attained. This is typical when undertaking online homework or online multiplication tests. Teachers will monitor online feedback given to pupils.</li> </ul>

## Reviewing Feedback

At Farcet CofE Primary School, teachers know how important it is to review the feedback, since it impacts upon future planning to consider adaptations to learning and grouping of pupils.

Furthermore, it might lead to targets being set for pupils' immediate action or future attention. The reviewing of feedback is undertaken by teachers and takes place outside of the lesson.

### Teachers review feedback by:

- 1) Highlighting the KLI (English)/LOs (Maths and PKC) **blue** if achieved and **pink** if not achieved.
- 2) Adding children's initials to the KLIs (English)/LOs (Maths and PKC) if not achieved.
- 3) Planning 'Catch up/Keep up' sessions for children who have not met the KLIs (English)/LOs (Maths and PKC)

### Evidence that feedback is effective

Senior Leaders and subject leaders will monitor whether pupil feedback is effective in the following ways:

- Drop-ins/learning walks
- Observing teachers/teaching assistants effective questioning and feedback that moves learning on within a lesson.
- Evidence of improved outcomes from pupils seen within books from verbal comments made by teachers/teaching assistants as noted by 'VF'.
- Evidence of improved outcomes from pupils seen within books from written comments made by teachers/teaching assistants as noted by **blue/green** pen.
- Evidence of **purple** pens being used within pupil's books to illustrate their improved learning outcomes following either verbal or written feedback.





- Acknowledgement of KLI/LO achieved as demonstrated by teacher using a blue highlighter.
- Acknowledgement of a KLI/LO not being achieved as noted by a teacher using a pink highlighter.
- Evidence of planning adaptations pre/post lessons.
- Pupil conferencing.
- Attainment and progress data.

To ensure consistency in approach, Farcet CofE Primary School use marking codes:





### Whole School Marking Codes

Pupil editing pens	Purple
Teacher feedback pens	Blue
Teaching Assistant feedback pens	Green
Highlighting LOs that have been achieved during each lesson.	Blue highlighters
Highlighting LOs that have <u>not</u> been achieved during each lesson.	Pink Highlighters
Immediate verbal feedback given in the lesson	'VF' in blue pen for teachers 'VF' in green pen for teaching assistants
Spelling errors	'S' (Blue/green) used by teachers/teaching assistant to note high frequency words/National Curriculum words that children should be able to spell.





### EYFS Marking Codes

<p>Punctuation errors (Use when appropriate).</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘C’ for capital letter.</p> <p>‘.’ for full stop.</p> <p> for finger space</p> <p> for on the line</p>
<p>Mathematical errors (Use when appropriate).</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘✓’ for correct answer</p> <p>‘x’ for incorrect answer.</p>

### KSI Marking Codes (Stuck into pupil’s books):

<p>Punctuation errors (Use when appropriate).</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘C’ for capital letter.</p> <p>‘.’ for full stop.</p> <p> for finger space (where applicable)</p> <p> for on the line</p> <p> for next to the margin</p> <p>‘?’ for question mark</p> <p>‘!’ for exclamation mark</p> <p>‘,’ for comma</p> <p>“ ” for speech marks</p> <p> for next steps</p>
<p>Handwriting</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘abc’ for handwriting that needs to be joined and legible</p>
<p>Mathematical errors (Use when appropriate).</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘✓’ for correct answer</p> <p>‘x’ for incorrect answer.</p>

### KS2 Marking Codes (Stuck into pupil’s books)

<p>Punctuation errors (Use when appropriate for the ability of the child).</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘C’ for capital letter.          ‘.’ for full stop.   for finger space (where applicable)   for on the line   for next to the margin          ‘?’ for question mark          ‘!’ for exclamation mark          ‘,’ for comma          “ ” for inverted commas          ‘’ for apostrophes          ‘t’ for tense          ‘//’ for new paragraph          ‘^’ for missing words   for next steps</p>
<p>Presentation</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘P’ for handwriting that needs to be joined and legible to improve presentation.</p>
<p>Mathematical errors (Use when appropriate).</p> <p>Use blue (teacher) or green (TA) pen</p>	<p>‘✓’ for correct answer          ‘x’ for incorrect answer.</p>

Any school volunteers must not provide any written feedback to pupils.

The effectiveness of this policy will be evaluated annually by all stakeholders as an on-going process and discussed in staff meetings when appropriate.