



WINDHILL PRIMARY SCHOOL

FLYING HIGH FOR EXCELLENCE



Feedback Policy



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'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

In order to be positively effective feedback must answer three major questions asked by a teacher and/or by a pupil:

- Where am I going? (What are the goals?)
- How am I going? (What progress is being made toward the goal?)
- Where to next? (What activities need to be undertaken to make better progress?)

Why do we provide feedback to pupils?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to children so that:
 - their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
 - their achievements are recognised thus giving encouragement and building confidence
 - to show that work is valued and to praise
 - to ensure set tasks have been carried out

Principles of Effective Feedback:

At Windhill Primary School we have considered the evidence from the EEF Guidance Report, '*Teacher Feedback to Improve Pupil Learning*'. As this report recommends, when providing feedback to pupils, the key principles behind the feedback is more important than the methods used. In summary, these 3 principles are:

1. Lay the foundations for effective feedback

Before any feedback can be provided, high quality teaching must take place, including the use of formative assessment.

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2. Deliver appropriately timed feedback that focuses on moving learning forward

There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

*Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the **task, subject, and self-regulation** strategies.*

Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3. Plan for how pupils will receive and use feedback

Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Non-negotiables:

Blue pen All staff will mark children's work in blue ink

Green pen/pencil is used to self-edit/ improve work after feedback is given.

All marking is to be done in a clear legible handwriting.

Marking Codes:

A	Learning objective achieved
Sp	Spelling mistake: a maximum of 5 spellings that the children should know will be identified and it is expected that they will be corrected
S	A child has worked with an adult, either through supported or guided learning.
I	Demonstrates that a pupil has then worked independently after the support/ guidance
^	Added to the margin or within work to show that something is missing and that the child needs to self-correct this e.g., a grammatical error <i>*Where work is being used to demonstrate independence, such as for moderation, not all individual errors will be highlighted. Comments such as 'check for missing commas' should be used instead.</i>
— or ○	Identifies any grammatical errors
SID	Used to demonstrate that 'Same Day Intervention' has taken place

Suggested methods for providing feedback to pupils:

At Windhill Primary School, we believe that the method (written or verbal) should be left to the classroom teacher, who can better judge what is appropriate. The principles of effective feedback should be considered more than the methods of delivery. Staff should also be mindful of unnecessary excessive workload.

The following methods can be used by staff at Windhill Primary School:

Written Methods might include:

'At the point of learning feedback' —where feedback is given during rather than after the lesson—can be enacted in a variety of ways so that it proves an efficient approach. It may be undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important) or it may be modelled to the whole class collectively using tools such as a visualiser. This method may well save teachers time although teachers should still ensure that the feedback given is thoughtful and purposeful (rather than just adding the teacher's pen to books for the sake of it) and that pupils are provided with opportunities to use it. The approach may also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

Self-assess against a given Success Criteria – The teacher provides the class with a list of features that needs to be included in their work. Children then tick these off when they can show that they have used these features. As further evidence that pupils have understood the task, the teacher may ask them to underline an example of each feature of the SC list in a given colour e.g. underline any noun phrases used in a blue pencil, underline all the suffixes in a yellow pencil

Coded marking - Using the agreed codes above when providing feedback to pupil work.

Self-assess – children correct their own spellings, grammatical errors or mistakes using a green pen

Thinking like the teacher - The quality of written feedback may be constrained by the quality of planning, editing, and reflection exhibited in pupils' written work. Before the teacher expends significant effort on targeted written feedback, pupils could spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate). This is likely to make the opportunity cost of written feedback more of an opportunity for meaningful learning.

Written comments - It is worth noting that written comments can be effective and should not be rejected by teachers because of the opportunity cost associated. Indeed, they may offer an invaluable opportunity to provide task, subject, and self-regulation feedback. The key is to carefully consider when they are offered, ensure they include useful information, and carefully monitor the time being spent on them. A teacher may not need to give them all the time, for every task, and if they are taking the time to provide them, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback.

Verbal Methods might include:

Targeting verbal feedback at the learning intentions - Using verbal feedback that explicitly uses the language set out in your initial learning intentions and directs pupils' attention back towards this could support more structured and focused verbal feedback. For instance, you may have designed a 'pre-flight checklist' at the outset of a task as a class. This checklist may have set out the success criteria for the task, ensuring that all were clear about the learning intentions. Your verbal feedback, whether at an individual or whole-class level, could refer specifically to this, providing a targeted and focused discussion.

Verbal feedback using a visualiser - Pupils may find verbal feedback to be too abstract and separate from the task. By offering feedback whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions.

Video or audio recording - Teachers may find it useful to offer feedback using digital devices as a means to record the verbal feedback for pupils. This could be used to provide pupils feedback that they could replay, which could perhaps support their retention of it. Using technology to record feedback may prove both an efficient and effective approach, however, the key consideration is to ensure that it fulfils the principles of effective feedback

Let children make mistakes - The teacher should use their professional judgements in some situations and allow children to make mistakes before stepping-in and providing feedback, as this may help children with their learning as well as helping them become more resilient learners. An example of this would be a child trying to build a tower in EYFS. Even though the class teacher can see that the tower will not balance, allowing the child to continue with this before discussing why it happened is likely to result in deeper learning than if the teacher had stepped-in to provide feedback initially.

Whole class crib sheet – Teachers can feedback to the whole class through the use of a crib sheet (see end of policy). Crib sheets could be used to:

- Celebrate what has gone well
- Inform daily planning and plan for corrective teaching
- Address misconceptions
- Identify gaps and next steps
- Identify focus groups

Lesson: Literacy Year 2 - Descriptive Sentences		
Date:		
Whole Class Feedback Sheet		
WINDHILL PRIMARY SCHOOL		
What went well <ul style="list-style-type: none"> ◦ Good simple sentences ◦ All using word bank well ◦ Most used adjectives + some included adverbs ◦ Similes used well 	Misconceptions <ul style="list-style-type: none"> ◦ adverbs describe a verb: The children were happily. 	SpAG/ Gap skills <ul style="list-style-type: none"> ◦ Some missing capital letters at the start of sentences spelling igh - light - bright
Focus Groups Jasmine Kettle Connor } Sentence Structure	Presentation 😊 Stephen Louise Ella	Depth of Learning NIS - What do you imagine when you read the simile ____?
* share TS work on visualiser - look against STS.		

Same-Day Intervention:

Children identified as requiring additional support will receive this through intervention, usually this takes place within the lesson but will be addressed before the start of the next lesson of the same subject.

Special Educational Needs and Disabilities

When providing feedback on the work of children with special educational needs and disabilities, teachers should take into account the wide range of abilities of the children. Children’s individual Support Plans should be considered when providing feedback, and dieback should be appropriate to their learning and understanding.

This policy should be read in collaboration with the following other policies:

- Teaching & Learning Policy
- Assessment Policy
- SEND Policy

Whole Class Feedback Sheet

Lesson:

Date:

What went well	Misconceptions	SPaG/ Gap skills
Focus Groups	Presentation	Depth of Learning