

Pipworth Primary School



Feedback Policy

Date Written:	November 2022
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Reviewed by:	Amanda Flint
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Article 2: I have a right to have adults do what is best for me.

Article 6: I have a right to be supported to live and grow.

Article 23: I have the right to special care and education if I have a disability.

Article 28: I have the right to an education.

Article 29: I have a right to be supported to achieve in education.

Article 2: I Article 2: I have a right to have adults do what is best for me.

Article 6: I Article 6: I have a right to be supported to live and grow.

Article 23: Article 23: I have the right to special care and education if I have a disability. disability.

Article 28: Article 28: I have the right to an education.

Article 29: Article 29: I have a right to be supported to achieve in education.

Pipworth Primary School Feedback Policy

The Aim

The aim of this policy is to provide guidance to parents, children and staff on how we effectively provide feedback to the children on their learning. This should provide an indication of progress within the lesson and identify next steps in order to move learning forward. Feedback is taken into account when assessing children and therefore, this policy can be used in conjunction with the assessment policy.

We believe that all children's learning is important and should be acknowledged by the adults who are impacting on their learning. Following a period of educational research and pupil interviews, we believe that live feedback is more effective than summative marking alone and our feedback policy aims to make instant feedback the priority in order to move learning forward. This can be completed in a number of ways and teachers will need to use their professional judgment as to when and how to provide children with effective feedback, ensuring that it has a positive impact on children's learning and self-esteem.

Guidance for Feedback

All lessons will have a WALT (we are learning to) and WILF (what I'm looking for - success criteria) that is clearly visible and explained to pupils. All pieces of work will be acknowledge marked in all subjects. Acknowledge marked means it has been read by the teacher, however, no deep feedback has been given unless there is a misconception within the writing.

Live feedback – during learning time

- All adults will provide children with verbal feedback during lessons and the children will respond to this.
- AfL practices are very important and should be a key feature of all lessons.
- Peer assessment should be encouraged. This can be done orally so that the 'ownership' of any editing and improving is maintained by the 'author'. Opportunities will be built into learning time for self (see appendix 1) and peer assessment when appropriate and children will be encouraged to give 'live' feedback on each other's work.
- 'Over the shoulder' marking by an adult is acceptable and there may be times when pupils self or peer mark their work.
- Supporting teaching assistants are encouraged to write notes/comments on pupils' work when appropriate.
- When a child has gone 'above and beyond' in effort or achievement, a praise comment can be used.

Post learning feedback in English lessons

- Success criteria can be annotated to provide further clarification about how far the learning has been embedded by using the following symbols:
 - o **GM/GW** identifies a child has completed this work with adult support.
 - o **I (KS1/SEN/EAL)** identifies a child that has completed this work independently.
- When giving feedback on an extended piece of writing, this will be marked more comprehensively. When a child has made an error put an arrow in the margin and underline the mistake. You may write the odd word to give the pupil the reason for the underlining i.e. sense? CL? (Or you may ask the child to correct it themselves without pinpointing the reason for the error.) If the child has made a spelling mistake write **sp** in the margin and put dots under the word then give the child the correct spelling at the bottom of the page to copy out 3 times, using look, cover, write, check. Ticks may be used to identify any success within the writing.
- The child needs regular opportunities to correct/change/edit a piece of extended writing, either during live feedback as the writing process is

chunked into component parts or once post marking has been completed. This may be done in pencil or green pen.

Post learning feedback in maths lessons

- If pupils complete a calculation correctly it is marked with a tick.
- If a pupil completes a calculation incorrectly, it is marked with a dot.
- Misconceptions must be dealt with as soon as possible, with explanations in instant verbal feedback; if this has not been spotted in the lesson, then within post learning feedback, teachers are expected to write a scaffolding comment or some modelling with drawings if required. Pupils must be given the opportunity to correct their work in green pen or pencil.

Post Learning feedback in the wider curriculum

For our main curriculum drivers-history, geography and science children will complete an extended piece of writing to answer an enquiry question for assessment purposes. Recalled sticky knowledge will be ticked by the teachers and secretarial (SPAG) or any misconception will be addressed through deeper marking. Teacher's will check that children are answering the overall unit question through their work. Children will have a chance to respond to this through revisiting their work.

Feedback for assessment

It is expected that the outcomes from live and post feedback will feed into teacher assessment and impact on subsequent planning.

Guidance for TAs

The policy is expected to be followed by all adults working with children, including teaching assistants who are working with individuals or small groups. TA3s and HLTAs who are covering whole sessions are not expected to post-mark a full set of books but are expected to use the live feedback policy within the session. It is also an expectation that they feedback to the teachers their observations from the lesson in order for the teacher to make a judgment for assessment purposes. HLTAs are expected to follow the full policy for the lessons they deliver.

Monitoring of feedback

At Pipworth Primary School, children's progress is monitored through many channels including book scrutinies, monitoring and evaluating of subjects (RAGS) carried out by subject leaders or SLT over the course of the academic year. During staff meetings, when moderation is taking place, feedback can be a focus for the session in order to ensure it is having impact on children's progress. Pupil interviews may be carried out in order to gain the children's viewpoints and ensure that the feedback is having a positive impact on learning.