



FEEDBACK POLICY

This Policy was approved by Governors on:	June 2026
This Policy was shared with staff in:	October 2026
Implementation of this Policy will be monitored by:	SLT
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	February 2026
Date of next Review:	February 2027

RATIONALE

At Poverest Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also 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.

The 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 children 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 ways to 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.

It is vital that we, as teachers, demonstrate, to children, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure children respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

FEEDBACK AND MARKING IN PRACTICE

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Examples of how this appears in practice are mentioned below. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching (Helicopter Marking)
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study
5. Remote learning feedback- For those children learning remotely guidance and comments will be shared via Google Classroom. There is a separate Remote Learning Policy.

FEEDFORWARD AND TARGETS

Children's targets will be focused around their writing. Summative targets around reading, mathematics are shared with parents in their reports.

1. Writing targets may be displayed in the classroom.
2. Individual targets may be on flip out sheets in a child's exercise book
3. Tables may have group targets displayed on their tables

EXPECTATIONS

1. Feedback or feedforward conversations will happen with each child at least three times a week in mathematics and English lessons.
2. Science, History, Geography and R.E books will be acknowledged at least fortnightly by highlighting the learning strip. This will be the learning objective if it has been achieved and if not just the elements

- of the success criteria that have. There may be examples of feedback or feed forward guidance.
3. Some learning will be stored on Google Classroom and this will be identified on the learning strip.

These practices can be seen in the following table:

Type	What it looks like	Evidence
Lesson observations Learning walks Book monitoring Learning Conferences Wow moments may be highlighted yellow	Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Takes place in lessons with individuals or small groups Often given verbally to children for immediate action May involve use of an adult to provide support or further challenge May redirect the focus of teaching or the task	On Nautilus
Summary feedback	Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer- assessment against an agreed set of criteria May take the form of a quiz, test or score on a game In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/learning walks Some evidence of self and peer assessment Quiz and test results may be recorded in books or logged separately by the teacher Google Classroom portfolios
Next lesson feedforward	Challenge activity, where appropriate. Indicated by a star. Corrections completed independently in a purple pen or through verbal feedback with an adult or peer.	Lesson observations/learning walks Evidence in books of children editing and redrafting their work in purple pen
Summative feedback	May be an end of unit quiz or test to check understanding. A comment on Google Classroom next to a photo of a D&T project. Application of skills task e.g. through real life problems or creating a finished piece of work.	Book monitoring Lesson observations Learning Walk Test/quiz scores Visual mind maps Google Classroom

MARKING GUIDE

	Wow moments
	Challenge
Purple Pen	Children's self-improvements
Black Pen	Adult comment or modelling
VF	Verbal Feedback
Sp	Spelling to correct
Gr	Grammatical error to correct
	Finger Space

EYFS and SEND Target symbols

For our SEND learners and younger learners in school the use of visual symbols is more useful than written targets. Attached are the symbols we need to use with those children. Their target area will be highlighted on their learning strip.

	Capital letters
	Full stops
	Write on the lines
	Finger space

LEARNING STRIP EXAMPLES

The Orchard

Tuesday 21st January 2025				
We are learning to follow instructions when using a map				
I can: • Use a map and search for the treasure • Infer information from the story 'The Night Pirates' • Predict what the story will be about				
 Explain your reasoning for your prediction				
 Remember to start a sentence with a capital letter (Aa) and end with a full stop (.)				
Worked independently	Verbal feedback	Worked with an adult	Out for intervention	Evidence Me

EYFS

Tuesday 7th January 2025		The Naughty Bus						
We are learning to write sentences in the first person.								
I can: • use a comfortable grip with good control when holding a pencil. (3&4) • write some letters accurately.(3&4) • use some print and letter knowledge for early writing. (3&4) • form lower-case and capital letters correctly (rec) • spell words by identifying the sounds and then writing the sound with letter/s. (rec)								
		I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (rec)						
I worked with:		My learning target:						
								

KS1

20/09/22			Resources: Numicon Bead strings 100 square Dienes
We are learning to box up a story			
I can: - Summarise the story by telling it to my talk partner - Draw the events of the story in order - Write a caption to match the picture			
 Add adjectives to my caption			
I worked with an adult	Cover Teacher	Online portfolio	Out for intervention

KS2**13/09/22****We are learning to write a narrative in the style of a Grimm Tale**

I can:

- Explain what a relative clause is
- Answer a range of questions about my Lost Thing
- Include relative clauses in my answers



Use parenthesis to add additional information

Online portfolio

Work on Google Classroom

Cover Teacher

I worked with an adult

Out for intervention

My Learning Target

TARGETS FOR TABLES OR PENCIL POTS:



Write your name



Use wow words



Say the sentence to someone to make sure it makes sense.



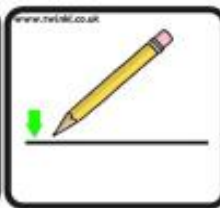
Use joined writing



Use phonics to help with spelling



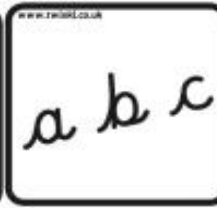
Use capital letters



Write on the line



Use connectives



Correct letter formation



Use the correct letter



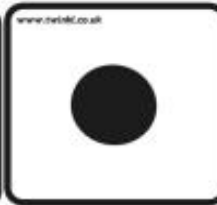
Use the correct letter



Use finger spaces



Make your writing clear to read



Use full stops



Say the sentence in your head first