



# Feedback Policy

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<b>Ratified by</b>	Teachers
<b>Statutory</b>	No
<b>On school website</b>	Yes
<b>Main updates since last policy</b>	

## Aims:

At Wessex Primary School we want to recognise what pupils do well.

## Feedback:

- Helps pupils to improve their learning.
- Ensures consistency of practice across phases.
- Advances pupil progress and outcomes.
- Ensures that teachers have different techniques to assess pupil learning.
- Allows teachers to be able to use their professional judgement and discretion to determine appropriate approaches to the use of feedback.

At Wessex Primary School we believe feedback should be:

- Meaningful: Teachers should be clear about what they want pupils to achieve/ learn and the best way for pupils to achieve it.
- Manageable: Feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- Motivating: Feedback should help to motivate pupils to progress.

## **Wessex Feedback Strategies:**

### Live Feedback - during the lesson (at the point of learning/teaching)

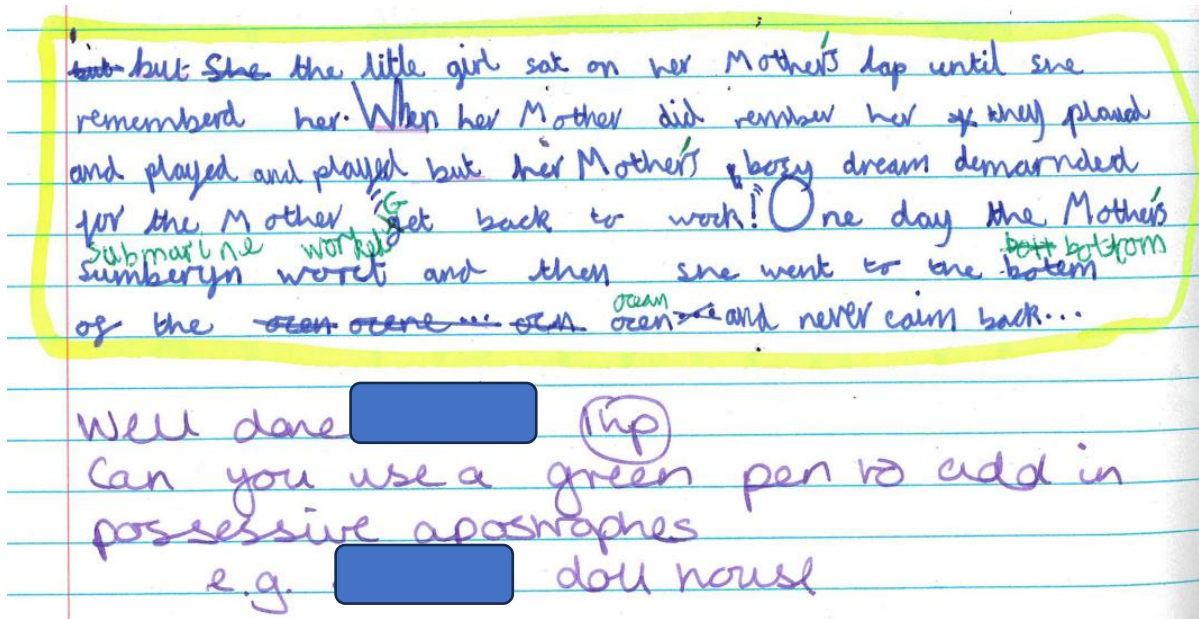
- Takes place in lessons alongside individuals or small guided groups.
- Often given verbally (live feedback) to pupils for immediate action.
- May provide support or further challenge.
- May include annotating / highlighting from the teacher.

### Whole Class Feedback – after the lesson and then during the lesson (at the point of learning/teaching)

- Is given to the whole class.
- Gives pupils timely, detailed, formative feedback and replaces writing comments in books.
- Allows for the teacher to engage with details of the work produced more rapidly to inform a short, effective feedback and improvement cycle.
- Teachers will:
  - Read through pupils' work after the lesson
  - Note general trends of strengths
  - Note areas for improvement as general trends
  - Share the strengths and areas to improve in the next lesson
  - Model improving a piece of work
  - Give time for pupils to improve their work based on the feedback



### Example 3



### Pupil Conferencing - during or after the lesson

- Takes place with the teacher and pupil in a 1:1 setting to allow for quality feedback and dialogue. This may include modelling, redrafting or verbal feedback.

### Peer Marking/Feedback - during the lesson (at the point of learning/teaching)

- When working in pairs, children respond to one piece of learning at a time from the pair.
- In pairs then highlight successes, consider improvements and make changes.
- The author maintains ownership of any amendments or additions.
- Pupils use a green pen or a pencil to clearly identify the peer/self-assessment suggestions and improvements made.
- Symbol is used to indicate where pieces of work have been collaboratively assessed.

### Self-Marking/Feedback - during the lesson (at the point of learning/teaching)

- Pupils will be taught proof reading focusses on removing errors from their work whereas editing aims to improve its clarity and quality by altering sentence structure and word choice.
- Pupils consider improvements and make changes.
- Pupils use a green pen to clearly identify the self-assessment improvements made.

### Written feedback - after the lesson

- This may be linked to the success criteria of the lesson.
- Comments should be simple, legible and easily understood.
- Children will be trained to respond to teachers' feedback.
- If the presentation of work is not suitable the child may be asked to re-do part of a piece of work to a higher presentation standard.
- Written comments are not required in the foundation subjects.

## Feedback symbol/codes

Symbol/Code	What it shows
√	Tick successful aspect of work
— ○ .	Underline/circle/dot to improve work or indicates an error
P	Punctuation
SP	Spelling to correct
^	Missing word
//	New Paragraph
Child initials in green	Peer Marking/Feedback
CL	Capital letter
. , ! ? etc.	Examples of missing punctuation

- When pupils edit their work or make corrections, this will always be in green pen.
- Teachers will mark in a pink pen, contrasting to the colour that pupils write in.
- Margins can be used for marking symbols.

## Phase specific Feedback

Feedback should be consistent across year groups and developmental across the age range.

### Feedback in FS2

- We value the use of immediate verbal feedback with the youngest pupils given at the time of the task.
- Feedback is given using language appropriate to their age and developmental stage.
- We teach pupils that by 'making mistakes' and taking on challenging tasks they will learn and progress.
- Verbal feedback will always be positive and specific. e.g. 'I liked the way you remembered to use finger spaces' ... 'I can see how hard you worked on this' ... It may be then followed by a target... 'Next time you could try/have a go at' ... 'I will help you to' ...
- Staff will record progress and next steps.

### Feedback in Phonics FS2, KS1, KS2

- Verbal feedback is given daily during the lesson.
- Pupil's writing is 'marked' with them via verbal and written feedback.
- Written feedback may be given at the time and accompanied by verbal feedback e.g. 'Remember 'slither down the snake' to write the sound 's'
- Where appropriate, pupils edit their own writing and verbal feedback is provided as a group.