



Feedback Policy

2025-27

“Work hard, be kind”

Carnarvon Primary School FEEDBACK POLICY

Introduction

We believe verbal or written feedback should provide constructive dialogue between teacher and child, child and child or child and child, focusing on success and improvement against learning objectives. Feedback should help children become reflective learners and close the gap between current and desired performance.

We acknowledge that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement.

Aims and Objectives

If our feedback is to be effective and of value to ourselves and the child, it is important that the teacher and child participate. Work should be marked with the child when practicable. 'Distance' marking should be a dialogue, not a monologue – if the child is not involved, the chances are that the time the teacher spends marking is wasted unless there is an opportunity to reflect and respond. At Carnarvon, we ensure time is given for this reflection to happen.

Formative Assessment informs Feedback

At Carnarvon we gauge what children know or can do through a variety of different means: observation, the use of different types of questions to assess prior learning as well as new learning (open and closed questions, thought showers and children's questions at the beginning of a new topic), listening to responses (using direct questioning and listening to partner talk), analysis of work (quality, quantity, depth of application), children's self-assessment against success criteria, discussions with other members of staff and with parents.

When we plan, we ensure challenge is built into every session through open-ended outcomes that allow children to demonstrate their learning application or through extension activities.

Feedback rational

Feedback (both verbal and written) should:

- Be manageable for teachers and accessible to children
- Relate to the learning intentions and, if appropriate, comment on previous attainment within the context of the learning intention
- Involve all adults working with the children
- Give children recognition and evaluative praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs, giving face-to-face feedback with some and at a distance with others
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning and group target-setting
- Use some consistent codes across the school as outlined further in this policy
- Ultimately be seen by children as a positive approach to improving their learning
- Involve feedback from child to teacher
- Involve feedback from child to child

How feedback is given

Teachers focus first and foremost on the learning intention of the task. The learning intention and success criteria are communicated and shared with the children, and the emphasis in our feedback should be on both success against the learning intention and improvement needs.

Ideally, a child should be with their teacher when work is marked, so verbal feedback has the most significant meaning for both. Marking, therefore, can take place during the lesson by providing immediate feedback. Constraints of time mean that this is frequently not possible, and distance marking is necessary instead. This should be returned before the next session in that piece of work.

We use a variety of strategies to give feedback to children to enable them to move forward in their learning:

Verbally

- Through discussion/ celebration of achievement points and indicating improvement points
- Sharing good examples of work and discussing why it is good
- We discuss the essential characteristics of what good learners 'look like.'
- *Child to Child Feedback*
Children are sometimes asked to give feedback to each other in pairs or groups. They are encouraged to enter a dialogue (not one child being the 'teacher'). This may take the form of pointing out things they like first and then offering a suggestion about how to improve the piece, but only against the learning intention.

Marking

- Identifying success and next steps to improve via steps to success criteria.
- Longer pieces of work for older children are marked on completion.
- Children's work should be marked in a colour that can be seen (preferably not red) and in an alternative colour to that of the written work.
- Not all pieces of work are 'Quality' marked; however, every piece of work should be acknowledged appropriately.
- *Quality marked work*
Highlight and comment on examples of where the learning intention has been met and the next learning steps/areas for improvement.
In KS1 and FS, this is an achievement and developmental point.
In KS2, this takes the form of a tick referencing the learning intention and an arrow highlighting a developmental point. At least one piece of writing should be quality-marked per week.
In KS1 and KS2, in most maths or other closed tasks, where the answer is right or wrong, marking usually takes the form of a tick or dot/arrow. We may also circle where a specific mistake has been made.
- *Self-marking / Assessment*
In FS, children occasionally verbally assess. This develops in KS1 so that by the end of KS1 or into KS2, children are regularly self-assessing in writing, maths and science.
- Exhaustive indication of every mistake is inappropriate, especially for story, creative and expressive writing. Such work is very personal to the pupil and is frequently written faster than the child's mind and hand can manage. As a result, it usually contains more errors than usual. It requires a different marking strategy. Spelling, punctuation, and grammar do not have to be marked in every piece of writing. Marking should always be against the success criteria. However, the teacher should highlight appropriate spelling, punctuation, and spelling to the child.
- ***When pieces are 'quality marked' teachers could offer:***
 1. A reminder prompt (e.g. "What else could you say about the emperor's clothes?")
 2. A scaffolded prompt (e.g. "What was the monster doing? The monster was so angry that he")
 3. An example prompt (e.g. "Choose one of these for your own: He growled so loudly that the birds fell out of the trees / The monster ran away from the children.")

- All written feedback has the following consistent codes:

- ✓ Indicates how the success criteria have been met
- Indicates what to do next – a developmental point
- Ⓢ Indicates commendation achieved

In addition, at KS1 and FS, whether the work is completed within a guided group / supported / independent

Other codes: Teachers mark using the following common criteria (capital letter, full stop, finger space, spelling error, missing word/phrase, reread to check for sense), but the codes highlighting these errors may differ slightly in different classes. These codes are shared and displayed with the children.

- When TAs cover a class in the teacher's absence, there is an expectation that the work will be acknowledged by initiating it and that feedback will be given to the class teacher.
- PPA cover teachers, and student teachers are expected to give feedback to work in accordance with this policy.

Planning

- All that we gauge from how well a child has learnt something is used to inform future planning so that the gaps of knowledge and skills can be narrowed.
- We are flexible in our planning and adapt the next steps in what is taught to meet the needs of the individuals in the class
- We plan classroom displays to support the learning that is happening in the classroom both in terms of technical support, e.g. spelling, but also good examples of work reflecting great effort or outcomes

Parent Feedback

- Child-to-Parent feedback: Several times during the school year (Letters to parents before Parents' Evening and 'Open Afternoon'), children have the opportunity to formally give feedback to parents about their work.
- Teacher-Parent feedback: Formal feedback is given regularly throughout the school year, e.g. Open Evening dialogues and end-of-year Annual Reports. In addition, our 'Open Door' policy means that parents can make an appointment to discuss their child or simply 'drop in' before/after school for a quick informal chat with the teacher. In addition, teachers' communication with parents may happen through planners/reading diaries or when teachers feel there is a specific need to contact parents outside the more formal meetings.