



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER  
TO BECOME THE BEST THAT WE CAN BE

# FEEDBACK POLICY

## 2024-2025

Policy Leader	Helen Porter
Nominated Governor	Paul Adnitt
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## INTRODUCTION

At Barrow URC Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, aiming to maximise the effectiveness of its use in practice. The policy is for the use of all teachers, HLTAs and learning support assistants who are involved in providing feedback to our children and is also to inform parents and carers about our assessment for learning practices and how children are involved in their own learning. It also makes clear our stance on the marking of children's work.

## DEFINITION OF FEEDBACK

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies. Feedback should empower children to take responsibility for improving their work; it should not take away from this responsibility by adults doing the hard thinking for the pupil. Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Feedback can take the form of spoken or written marking, peer-marking and self-assessment. At Barrow URC Primary School, we recognise that verbal feedback can be just as valid as written feedback and the school will not necessarily put greater emphasis on written feedback. The quantity of feedback should not be confused with the quality.

## PURPOSE OF FEEDBACK

*Feedback and marking should:*

- Focus solely on furthering children's learning and driving pupil progress; it should improve the learner, not just a piece of work.
- Be manageable for teachers and accessible to pupils and relate to the learning intention.
- Give recognition and praise for achievement.
- Give clear strategies for improvement which result in better pupil achievement.
- Allow specific time for pupils to read, reflect and respond to feedback and marking.
- Be incidental to the process; Barrow URC Primary School will not provide additional evidence for external verification.



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## AIMS OF THE POLICY

- To provide a consistent stance on feedback throughout the school, so that pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance.
- To use marking as a tool for ongoing formative assessment, ensuring children are effectively challenged and that progress is evident through a dialogue which supports progression.
- To develop positive attitudes to learning and achievement.
- To inform the teacher of children's progress and needs for future planning.
- To support the balance of teacher workload.

## TEACHER RESPONSIBILITIES

As stated in the Department for Education Teachers' Standards, teachers have the duty to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## SENIOR LEADERS AND GOVERNORS RESPONSIBILITIES

Senior leaders and governors are responsible for the effective deployment of all resources in school. They should consider the hours the teachers spend on marking and have regard for the work-life balance of their staff. When assessing and reviewing the marking policy, they should use the three principles: "all marking should be meaningful, manageable and motivating" as set out by the DfE's Workload Review Group.

## PRINCIPLES OF EFFECTIVE FEEDBACK

In their guidance report - 'Teacher Feedback to Improve Pupil Learning', the Education Endowment Foundation provides a summary of recommendations for effective feedback. Effective feedback should move learning forward, targeting either the task, the subject or self-regulation strategies. Feedback may be delivered either verbally or in written form. Crucially, pupils need to be given opportunities to act on the feedback they have been given.



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The Education Endowment Foundation research shows that educational establishments should:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Carefully consider how to use purposeful, and time-efficient, written feedback.
- Carefully consider how to use purposeful verbal feedback
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

## FEEDBACK STRATEGIES USED AT BARROW URC PRIMARY SCHOOL

Above all, feedback (whether written or verbal) needs to reflect the principles of effective feedback described by the Education Endowment Foundation.

Strategies	What this might look like at Barrow URC Primary School
<p><b>Live Feedback</b> (includes 'live marking')</p> <p><i>The next step is given 'in the moment'</i></p>	<p>Whilst pupils are working, the teacher circulates and provides feedback on their work by asking questions, giving hints or through modelling and scaffolding next steps. Pupils review and correct their work 'in the moment'.</p> <p>Live feedback includes the teacher gathering and responding to feedback from verbal responses and mini whiteboards. It may involve individuals, small groups or the whole class and may take the form of further support, challenge, or a change of task.</p> <p>Improvements/corrections should be evident in the child's work.</p> <p>'Live marking' is where marking takes place during the lesson rather than after. It may be undertaken with individuals during class time (where the teacher 'bounces' around to different pupils) or it may take place through modelling to the whole class collectively using methods such as a visualiser, scanning work and displaying it on the interactive whiteboard.</p> <p>This may save teachers time, although they should ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it. Since the teacher and pupil interact during live marking, it is more likely that the pupil is clear about exactly what the feedback means, which is sometimes not the case in distance marking.</p> <p>Teachers and Learning Support Assistants may be involved in providing live feedback.</p>



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<p><b>Summary feedback</b> <i>Mini plenaries</i></p>	<p>Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task, rather than at the end where there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria must be clear and challenging yet achievable.</p> <p>Teacher stops pupils periodically and reviews the success criteria, models or verbalises their thought processes and directs pupils to check their own work. Pupils may review their own work or that of a partner. They may highlight where they have met the learning objective or check against a success criteria checklist. They then have the rest of the lesson to make changes or to ensure they have met the learning objective.</p>
<p><b>Verbal Feedback</b></p>	<p>Is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole class feedback (for example, addressing common misconceptions) or a structured one-to-one discussion (conferencing). It can also be instantaneous and spontaneous e.g. quick prompts such as 'you need to add more detail to that answer'. It can be directed to an individual or a specific group with shared learning needs. It can accompany written feedback or it can stand alone.</p> <p>Verbal feedback is not an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it.</p> <p>Teachers should aim to provide feedback which is motivational, yet related directly and specifically to the learning. Bland and unhelpful comments should be avoided. For example, instead of saying "Well done!", we should say, "Well done! You are beginning to use capital letters correctly."</p>
<p><b>Written Feedback</b></p>	<p>Being mindful of workload, teachers are not expected to mark every single piece of work deeply. Instead, at the end of the day, teachers will look through each book, identifying common misconceptions and errors in basic skills. They will identify those who didn't grasp the concept, those who showed good understanding, and those who did particularly well (these children may be used as models of success in the following lesson). As they look through the books, teachers may tick to acknowledge the work has been seen. Whilst looking through books, teachers may provide individual written comments.</p> <p>On occasions, feedback is given as 'whole class' feedback (or small group/individual feedback) at the start of the next lesson. In this way, time that would be spent on marking each piece of work extensively is better used planning the next lesson. The following lesson will begin with the teacher sharing good examples from the lesson the day before, identifying common errors and addressing misconceptions. After this, children may then be given time to check their work from the previous session in response to the feedback.</p>



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	<p>Deeper marking, through written comments should be used where meaningful guidance can be offered which has not been possible to provide during the lesson itself. In the case of groups of pupils having common needs, it may be appropriate for teacher to adjust planning or grouping rather than providing a written comment in each individual book.</p> <p>Crucially, if written feedback has been given, pupils should be provided with the opportunity to respond to the feedback as soon as possible. This may be done at the start of the lesson.</p> <p>Teachers should use <b>green pen</b> when responding to children's work.</p> <p>Pupils should respond to teacher feedback/make corrections using <b>purple pen</b>.</p>
<p><b>Self and Peer Assessment</b></p>	<p>Pupils should be involved in the assessment process. We expect pupils to take ownership of their learning and have opportunities to reflect on their success through peer and self-assessment.</p> <ul style="list-style-type: none"> <li>▪ Teachers will share learning intentions with pupils in all lessons.</li> <li>▪ Teachers will clarify and share success criteria for pupils to self or peer assess against as appropriate (e.g. through modelling, checklists, exemplars etc). Where appropriate, pupils can be involved in co-creating the success criteria.</li> <li>▪ Teachers should encourage pupils to see themselves as the 'first markers', and audience for their learning. Pupils should be encouraged to spot their OWN mistakes and to check and improve their work individually or with the help of a peer before the work is responded to by a teacher.</li> <li>▪ Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.</li> </ul> <p>Enabling pupils to self- and peer-assess their own work supports a reduction in teacher workload. If pupils can identify and correct minor slips and errors in advance of the teacher marking their work, then teacher workload can be more tightly focused on how to improve their work, addressing misconceptions, and planning follow-on lessons.</p> <p>Pupils can be encouraged to self/peer-mark their own work - for example, the answers to maths problems could be provided so that children can mark their own work within the lesson before progressing to the next task. In this way, children receive immediate feedback on how well they are doing.</p>



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## STRUCTURING LESSONS TO MAXIMISE THE EFFECTIVENESS OF FEEDBACK

Teachers should be resourceful and flexible with the structure of lessons to 'carve' out opportunities for feedback to take place and be responded to. There should be a shift away from the traditional three-part lesson and lessons should instead be more flexible and 'fluid' in design.

Examples of how feedback can be built into the day include:

- A whole school Quality First Teaching approach, where teaching is adapted to meet the needs of all learners.
- Time is planned into the start of a lesson for feedback to be given or responded to e.g. misconceptions from the previous lesson is addressed or examples of good work from the previous lesson are shared.
- Lesson begins with the whole class giving feedback on a model piece of writing displayed on the interactive whiteboard.
- Use of whiteboards throughout the lesson so children can share answers and teacher can give immediate feedback.
- Mid-lesson plenaries
- Time built into lessons for self-assessment - for example, self-marking in Maths, checking writing against success criteria checklists.
- Lessons designated for proof-reading and editing writing on a regular basis.

## MARKING APPROACHES

At Barrow URC Primary School teachers, HLTAs and learning support assistants use the following codes to feedback on pupils work:

Marking and Feedback Codes	
<b>SP</b>	Spelling error identified - the pupil must practice this spelling THREE times
<b>P</b>	Punctuation error – the pupil must check their work for an error with their punctuation
<b>VF</b>	Verbal Feedback given
<b>T</b>	Target given for next step
<b>G</b>	Grammar check – the pupil must check their work for a grammatical error



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?	This sentence does not make sense – the pupil must proofread and edit the sentence.
//	New paragraph needed
This is an excellent sentence.	Correct use of punctuation showing excellent sentence structure should be highlighted in yellow in English books.
✓	Correct answer
X	Incorrect answer
'Prove it', 'Explain how you know', 'Draw it', 'Show it in another way'.	Short Written comments