

Littleport Community Primary School



Feedback Policy

Ratified by the Governing Body on: 25th June 2026

Signed: 

Chair of Governors

Date: 25th June 2026

Review Date: June 2027

FEEDBACK POLICY

1. Background and Ethos

As a school, we seek to ensure our practice is evidence-informed. This policy has been written by a working party of staff based on a review of the current evidence base around effective feedback. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year. However, there is currently ‘little high-quality research related to [written] marking’ (EEF Review, 2016). There are few examples of large-scale, robust studies, such as randomised control trials and these studies are often not specific to the context of a primary school.

Our guiding principles follow closely the recommendations of the 2016 report of the Independent Teacher Workload Review Group that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”.

As a school, we believe that all feedback given to children should be:-

- effective and purposeful so that learning is moved forwards
- age-appropriate and learner-appropriate
- manageable in terms of teacher workload
- given in a way that results in greater effort for the learner than for the teacher

2. Feedback Methods

Teaching staff and support staff are professional educators, who are best placed to make decisions about how and when to provide feedback to learners in order to maximise progress. We seek to build a community of professionals who are committed to learning from each other in order to continually improve and refine the ways in which we do this. Staff will choose how to give feedback to children based on the type of task or area of learning and the specific needs of the learner.

Some of the methods of feedback that may be used include (but are not limited to):-

Immediate feedback during lessons to individuals or groups	This might include:- • verbal feedback • “live” written marking, e.g. completed with the child present. • guided work with an adult • self/peer feedback
Short term feedback at the end of a lesson or at the beginning of a subsequent lesson	This might include:- • verbal feedback to the whole class or to small groups • sharing good examples of learning or remodelling areas for improvement • self or peer assessment • changes to the planning sequence • redeployment of adult support • interventions outside of the classroom • focused written comments where these are appropriate and can be understood and acted on by learners without additional adult support
Long term feedback looking at the learner’s progress through a wider lens and by looking at several pieces of work over a longer period of time	This might include:- • professional discussions with other colleague to identify progress and next steps for learners • short discussions with learners in Upper School about longer term targets in learning • conversations during parent consultations • end of year reports

3. Identifying Errors in Learning

In all areas of learning, it is important to try to identify where pupils have made a mistake or where they have a misunderstanding that should be addressed. Children should be given opportunities to identify and correct their own errors as appropriate to their age.

3.1 Spelling and Grammar

Children should be given time to correct spellings of common exception words and of statutory words learnt in KS2. Resources to support spelling should be available to help learners to do this, including age-appropriate dictionaries and word mats.

Teachers should focus on identifying spelling rules (whether phonemic, orthographic or morphological) that children need to work on and including these in daily spelling lessons, particularly where this is a rule that should have been learnt in a previous year group. Like any other area of learning, spelling benefits from frequent interleaving so that knowledge can be retained for longer.

Similarly, where children have not yet mastered the use of a particular area of grammar (e.g. verb tenses or use of punctuation), this should be noted and included in future teaching or interventions.

Teachers may choose to indicate and teach areas of spelling or grammar during immediate or short term feedback. Pupils should then be encouraged to correct their own work in order to more actively develop their skills and knowledge than responding to a correction.

4. Positive Feedback

It is important that all feedback given to learners fosters children's self-esteem and helps them to self-regulate their own learning. Positive feedback should therefore focus on specific areas of strength or strategies used in learning, stating why the work was successful, rather on the child as a person.

Although teachers may choose to write a specific positive comment on a piece of work, other strategies such as showing the work as a good example under the visualiser and explaining why it is successful, showing work to another teacher or the parent/carer or even a postcard or phone call home are often even more meaningful.

Accountability

Teachers are trusted to make appropriate professional judgments about the best way to provide feedback to children. Leaders, Governors and visitors to school will be able to see the impact of feedback provided and subsequent teaching via:-

- progress in books
- assessment data
- learning walks
- lesson observations
- pupil conversations
- pupil progress meetings
- professional discussions with teachers
- intervention records

Writing	<u>Workshops including handwriting and spelling</u> The expectation is that workshops are a place for verbal feedback therefore written feedback is not necessary. However, where appropriate, an adult may model in a child's book. For example, correct letter formation. Staff may choose focus children throughout the sessions to ensure verbal feedback has been given to all children across the sequence of workshops. Ongoing assessment within the workshops is used to inform planning and the sequence of lessons. <u>Composition</u> There is a requirement for more in depth marking in final composition pieces. Staff should positively mark any recently taught elements. For example, if the conjunction <i>because</i> has been recently taught in workshops, all correct usages should be acknowledged with a tick. Staff may choose to recognise specific targets positively. For example, if a child has an individual target to use capital letters, these may also be ticked. Features that are above and beyond may be acknowledged with a brief comment. For example, 'great use of a simile.' 'I loved your use of the word exquisite.' For some children a smiley face may be drawn beside the specific feature. <u>Spelling</u> Words incorrectly spelt should be circled up to a maximum of three words. The correct spelling should be written below the piece of work. As with all written feedback, our handwriting scheme should be followed. Professional judgement should be used when identifying incorrect spellings. They must have been taught and therefore vary by year group and child. Consistently incorrect spellings should be targeted using a different approach. For example, precision teaching or whole class spelling sessions. In subjects other than writing, subject-specific terminology which has been a focus of the lesson, should be spelt correctly. Incorrect spellings may be identified and corrected as above. <u>Y6</u> Adults may indicate that a child needs to check for a spelling or missing piece of punctuation with a comment in the margin. This allows children to edit their work with increasing independence. In the spring and summer term, most children will be expected to identify their own basic errors and feedback will focus on improving content.
Maths	Teachers should continue to show where children's work in mathematics is correct or incorrect using a tick or a cross respectively. This can also be done through self or peer assessment, though this is most effective where learners are then given an opportunity to correct and learn from mistakes. Teachers should still check self and peer assessed work as part of ongoing assessment for learning. It is important to focus teacher effort on identifying whether errors are a result of a simple mistake or an underlying misconception. Individual misconceptions should be addressed in immediate or short term feedback given face to face with the learner so that teachers are able to ascertain whether further intervention will be necessary. Where large numbers of children have the same misconception, this can be addressed through whole class feedback or changes to the planning sequence.

Humanities, Science, Computing, MFL and DT	Verbal feedback should still take place throughout the lesson. Every piece of work in these subjects should be read by the teacher or HLTA who planned the lesson and acknowledged with a 'T' for teacher/teaching assistant. The combination of live feedback and post-lesson read through should be used to inform assessments and planning. Composition pieces in these subjects should be marked in the same way as composition in writing. See above for spelling expectations.
PE, PSHE, Music and Art	All feedback should be verbal and delivered during the lesson.