

Wardley CE Primary School Effective Feedback Policy



Name of Reviewer	Kari Walker
Date of Approval of Governing Body	November 2025
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Kari Walker</i>
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EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillippians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

The purpose of feedback

At Wardley CE Primary School we see the main purpose of feedback as furthering the children's learning. We believe feedback achieves this by:

1. Informing the teacher of a pupil's attainment and therefore informing their future planning.
2. Informing a pupil about how well they have done and what they need to do next.
3. Motivating a pupil through celebrating success.

Principles

At Wardley CE Primary School our feedback policy is underpinned by the following principles:

- The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.
- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
- Careful thought is given to what work a pupil's records, how they record it and why they are recording it. All recorded pupil work is looked at by an adult.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond to feedback and to make improvements to their work.
- Feedback is 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.
- Teachers should be wary of assuming children have securely learnt material based on evidence drawn close to the point of teaching it. They also need to consider the amount of support and adaptation that has been given to a child in achieving the given outcome.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson.
- Small-group and one-to-one conferencing after a lesson.
- Whole class feedback.
- Self- and peer-assessment

Live feedback within a lesson

- Live feedback within a lesson allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, adaptations to learning can be made and additional challenges can be given where appropriate.
- Live feedback within a lesson is time-efficient and reduces the need for distance feedback at the end of the day. This in turn frees up time to plan for the next day.
- Live feedback within a lesson can be written or verbal. Written feedback can consist of ticks (double ticks for strong pupil responses), teacher comments and modelling.
- For those pupils who are working below age related expectations, the adult support, adaptation or level of independence given to a pupil can be recorded using the school's marking code - see appendix 1. This will support the teacher's understanding of the performance of these pupils and inform the planning for their next steps.
- A judgement can be made about the level of understanding the child has about the subject's disciplinary or substantive knowledge using the school's marking code - see appendix 1.

Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books using the school's marking code - see appendix 1.
- There are three main steps for effective feedback - which are detailed below:

Identify misconceptions and praise.

Following a lesson, a teacher should read through all the children's books. In doing this written feedback can be given by the teacher to a pupil in their book. The level and nature of this written feedback is determined by the professional judgement of the teacher. However, all end of unit responses are always given full written feedback. Where written feedback is used, it could consist of ticks (double ticks for strong pupil responses), teacher comments and modelling. It must be remembered that lengthy written marking is not a proxy for effective feedback. However, a whole class feedback sheet must always be completed. On this sheet the teacher must identify and note down any:

- Class strengths and individual praise.
- Class misconceptions and individual needs.
- Next steps.

Plan how to share the feedback with the whole class.

After reflecting on the misconceptions the teacher must plan on how they are going to share the feedback and address the issues that have been identified. As whole class

feedback is rooted in ensuring that individual pupils reflect on their own work, the next step might be to direct children to check their own work for errors or for the teacher to consider the sequence of future lessons to ensure there are opportunities for the pupils to address the misconceptions.

Share the feedback with the whole class.

The final step in whole class feedback passes the onus from the teacher to the pupil. The points from the teacher's book-look are shared in a teacher-led discussion. During this stage teachers could model strategies and share examples of good pupil models. The pupils can then either go on to up-level their previous work, using green pen, or use their new learning in future tasks.

Self-marking

- Evidence shows (Black & William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.
- Children mark their own work in green pen and have opportunities to correct as they go along.
- Children are given answer sheets or use success criteria to ensure accuracy of marking.
- When self-marking, children include a reflective comment on their work. Eg 'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Peer-marking

- Children mark a friend's work using a green pen, using answer sheets or success criteria.
- Children give feedback verbally. This is recorded by the child receiving the feedback. 'My friend said that I need to remember commas after fronted adverbials.', 'My friend said that I need to remember that taking it away makes numbers smaller.'
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Maths Feedback

- The teacher must look through all pupil's maths work to get a sense of progress and give them feedback on strengths, misconceptions and next steps.
- Written feedback and modelling is always given in every child's book. This must be done in a red pen with ticks to indicate successes and dots for errors.

- Teacher comments, models and scaffolding can also be recorded, but this is determined by professional judgement.
- Not every pupil response or statement needs to be individually marked. Ticks can be made to indicate a good piece of work with the pupil showing secure understanding of the topic with most responses being correct.
- Teacher judgement can be made about which errors need correcting. A 'C' can be put next to a dot to indicate that the pupil must correct it.
- In the Maths No Problem pupil workbook a teacher can direct a child to complete certain tasks by circling the question numbers. It is vital that the children do have the opportunity to complete tasks from each of the sections.
- The assessment tasks must always be fully marked with each response given either a tick or a dot.
- A star indicates where a challenge has been given.

APPENDIX 1: MARKING CODE

LEVEL OF SUPPORT	
Marking Code	Meaning
S	Supported Adult support given to the child to complete the task. Further detail could be given about the nature and level of the support/adaptation given e.g. concrete materials.

I	Independent work Task completed independently.
VF	Verbal feedback Verbal feedback given to a child within the lesson by an adult.

LEVEL OF UNDERSTANDING: Only made at some distance from the original teaching input.

Marking Code	Meaning
Basic	Child is not yet secure enough with the subject's disciplinary or substantive knowledge to show it without adaptation and support.
Advancing	Child is secure with the subject's disciplinary and substantive knowledge and able to show this independently.
Deep	Higher level understanding of the subject's disciplinary and substantive knowledge shown by the child.