

ULEY C OF E PRIMARY SCHOOL



FEEDBACK POLICY

SEPTEMBER 2026

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our School Vision

Live – Learn – Flourish

The School Vision is rooted in the Christian understanding of God: Creator - Redeemer - Sustainer

The image of the tree reflects our rural location and aligns with our vision for the school: with strong roots for stability, growth, fruitfulness and nurture.

The tree depends on the Creator to *live*; the roots go down into the soil where transformation and *learning* take place, and the roots continually draw up the water to sustain it for fruitfulness and *flourishing*. The tree is beautiful and nurtures life within and beyond itself.

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up.

They succeed in all they do. Psalm 1:3



Feedback and assessment

Effective feedback is an essential part of the education process. It is a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next. The primary aim is to drive pupil progress.

Feedback can take many forms: verbal or written, teacher assessment, peer assessment or self-assessment.

Different subjects and lessons will require differing feedback methods to be the most effective. Feedback will always be given at an age appropriate level which the child can understand.

School wide	• All written feedback by an adult is in green pen. • If peer or self-assessment is used, children will use purple (editing) pen. • Wherever possible, verbal feedback will be given. Verbal feedback will not be recorded in writing. • Ticks (✓) will be given for correct answers • A dot (•) will be used for an incorrect answer. • If an adult expects the child to correct an incorrect answer, the letter C will be used. • If an adult needs to highlight an area for a child to edit, this area will be circled. • Some symbols are necessary to record a child's contribution to their learning. Ⓢ = supported. Used if a child has been supported by an adult. Ⓢ = independent. Used if a child has worked independently. Ⓢ = guided. Used if that piece of work has been guided by an adult. These symbols will be used differently for different children and lessons. E.g. An SEN child, who is usually supported in their learning, will not have Ⓢ written on every piece of learning. Instead, Ⓢ will be used to indicate independent learning, or Ⓢ to indicate guided learning when this is used. This could be for the whole lesson (with the Ⓢ or Ⓢ in the margin next to the WALT) or individual sections (with the Ⓢ or Ⓢ next to these sections.) E.g. A non-SEN child, who usually works independently, will not have an Ⓢ written for every piece of learning. Instead, Ⓢ will be used to indicate supported learning, or Ⓢ to indicate guided learning when this is used. This could be for the whole lesson (with the Ⓢ or Ⓢ in the margin next to the WALT) or individual sections (with the Ⓢ or Ⓢ next to these sections.)
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Early Years Foundation Stage	• All feedback is verbal. • Tapestry is used to communicate with families about children's learning.
Key Stage 1 and 2 Science History Geography RE	• Feedback will be mostly verbal. • Written feedback, when necessary, will focus on correct use of key vocabulary and spellings (the topic spellings on knowledge organisers and the WALT) e.g. using a capital G for 'God' in RE. • This shows progression as vocabulary develops within the curriculum as children progress through the school.
Key Stage 1 and 2 Guided reading PSHE Art DT French Music	• Verbal feedback will be the main form of feedback related to learning objective evaluations. Children will self-assess their own answers. • Verbal feedback will be the main form of feedback related to learning objective evaluations. Children will complete the 'pre-' and 'post-' unit assessments as a form of self-assessment. • Verbal feedback will be the main form of feedback related to learning objective evaluations. • Verbal feedback will be the main form of feedback related to learning objective evaluations. • Verbal feedback will be the main form of feedback related to learning objective evaluations. • Verbal feedback will be the main form of feedback related to learning objective evaluations.
Key Stage 1 and 2 Maths	• Teacher will give written feedback during lesson as 'assessment for learning' to inform teaching strategies and support given during the lesson and subsequent lessons. • Key Stage 2 children will self-assess their own answers under adults' supervision.
Key Stage 1 and 2 English	• A variety of different feedback techniques will be used, depending upon the lesson and children's needs. This could include: <u>'Marking in the Moment' (or Live Marking)</u> - teachers supplementing verbal feedback with written feedback when discussing the child's writing with them. <u>Whole-Class Conference Marking</u> - led by the teacher, where all pupils use the same marking sheet to assess their work against success criteria (WILFs).

	<u>Small Group Conference Marking</u> - pupils work with the teacher after being grouped according to their area of development need and assess against the success criteria (WILFs). <u>1:1 Conference Marking</u> - individual pupils meet with the teacher to discuss their successes and next steps. <u>Whole Class Feedback</u> - A range of books from the class (a cross-section of SEND, Pupil Premium, Higher and lower attainers) are used. Key strengths and common areas of improvement are recorded and this fed back to the class. Children are scaffolded through an improvement task. <u>Selective Marking</u> - A particular section of work is selected for the teacher to provide more detailed feedback on. <u>Show Me</u> - Pupils are asked to look through their work, with a highlighter and identify where they have demonstrated a particular skill. Only the highlighted learning is given feedback. <u>Self-assessment</u> - Children are given a sheet of subject specific success criteria (WILFs). - They will tick/tally those criteria that they believe they have met during their piece of writing. - This could be used in conjunction with the teacher doing the same on the same sheet. <u>Peer assessment</u> - Children read another child's writing. - Children are given a sheet of subject specific success criteria (WILFs). - They will tick/tally those criteria that they believe the other child has met during their piece of writing. - This could be used in conjunction with the teacher doing the same on the same sheet. -
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An example of an Upper Key Stage 2

Peer Assessment by _____		Peer assessment	Teacher assessment
WILF			
features of a diary entry	Date		
	First person		
	(Main events in) Past tense		
	Chronological order	Adverbials of time	
		Time conjunctions	
	Personal feelings and emotions		
	Informal style		
	Select vocab/ grammatical	Synonyms and antonyms to improve your vocabulary	
		Contracted forms (apostrophes for contractions)	
		Passive verbs	
		Modal verbs	
		Adverbs of possibility	
	Build cohesion	Coordinating conjunctions	
		subordinating conjunctions	
		Fronted adverbials of time and place (with a comma)	
		Pronouns	
	Integrate dialogue	Use inverted commas and other punctuation correctly.	
		Show personality or mood through speech.	
	Tenses	Use correct tense (past tense)	
	Range of punctuation	Parenthesis - () -- „	
		Commas for lists.	
		Commas to make things clear.	
		Colons	
		Semi-colons	
		Apostrophe for possession	
		Commas to mark relative clauses	

Monitoring and review

We aim to apply this policy consistently throughout the school and this is monitored through sampling of children's work. We are aware of the need to monitor and update this policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.