



Feedback Policy

At Balshaw Lane Community Primary School, we view feedback as vital in maximising the learning potential of our pupils. The feedback given is an integral part of assessment.

Aims:

- To lead to improvement in pupils' understanding and work.
- To indicate how work could be improved according to the targets/assessment/success criteria set.
- To provide a dialogue between teacher and children and to give clear appropriate feedback about strengths and weaknesses.
- To recognise, encourage and reward children's efforts and achievement and celebrate their successes.
- To improve a child's confidence in reviewing their own work and to indicate their next steps (targets) in learning.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To involve parents more directly in reviewing their child's progress.
- To aid curriculum planning.
- To reduce teacher workload by reducing marking which has minimal impact on children's progress. We are committed to finding the most time-effective ways to maximise progress.

Principles:

- Feedback will be mainly verbal.
- The process of feedback should always be a positive one. The efforts of the child must always be recognised.
- If they are to develop as independent learners, they must be made aware of the learning objectives of the lesson and the criteria against which their work will be assessed.
- Wherever possible, feedback takes place with the children eg. when working with a particular group, and should focus on the next steps for learning.
- Self / paired evaluation – to involve children as far as possible in the analysis and constructive criticism of their own work and to evaluate their own work continually. This needs a gradual training programme in order to be successful.

Feedback:

- Oral feedback is the most powerful and has been proved to have maximum impact when pointing out successes and improvements needed. We have considered research guidance from the EEF which proves that children make increased progress with constructive feedback and believe that they act on this more readily if it is verbal on a 1:1 or group basis and/or to the class.
- Feedback must be consistent across the year groups, developmental across age range and consistently used by all those working with children in school, including supply teachers and support staff.
- Repeated errors will be identified and corrected to ensure progress is made for example, incorrect spelling of high frequency words or number orientation.

Feedback in the AfL Cycle

To maximise the impact of feedback, it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc)
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix A)
- Feedback given will inform planning for learning

Marking Strategies

Approaches:

We believe that the best feedback is during the lesson or just after. This means that it will mainly be verbal feedback, rather than long, written comments which may not have the required impact on improvement.

- **Verbal feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place.
- **On the spot feedback** – this can take the form of oral feedback and is given during learning time in the presence of the pupil.
- **Whole class marking** – this is more likely to occur in Maths, early morning activities (during register time) or during lesson starters. However, it may occur in other lessons when appropriate.
- **Self-assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement. Effective feedback is first modelled by the teacher, using agreed marking symbols. Children must then be taught how to assess and evaluate their own learning/work. Pupils should be encouraged to continually look to improve their work and learning.
- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see Appendix A).
- **Distance evaluation** – this takes place away from the pupils and can give opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and/or inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

Prompts (may be given verbally):

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

eg. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a monster with teeth like.....

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

eg. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ you could calculate $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:
 $6 \times 10 =$ or $10 \times 6 =$

Good work is reinforced by positive comments. Children share and show or perform their work. This may be achieved by the use of ICT eg video on iPads. The children are encouraged to evaluate each other's work in a positive way and to celebrate each other's achievements. Constant praise and reassurance is given to boost the confidence of children and encourage them to express themselves creatively.

General

Throughout EYFS and both Key Stages, Dojos are given to reward effort across the curriculum. These are very much valued by the children. They are also often encouraged to show other adults their work.

Good work will also be acknowledged in the Celebration Assemblies through certificates.

Signed: *C. Hodgson*

Date: Spring 2026

Appendix A :

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

Peer Feedback

- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work

Peer Feedback Agreement

Our agreement on peer feedback partnerships – We decided that there were some rules we all needed to keep. When we become partners, we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.