



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

FEEDBACK POLICY

This policy complements the Teaching and Learning policy at St Joseph's Catholic Primary School. It is a vital component in maximising the full learning potential of all our children.

The aim of Feedback is to lead to improvement in pupils' understanding, progress and work.

Principles

- The sole focus of feedback should be to further children's learning
- Wherever possible, children should be involved in feedback encouraging a dialogue for learning between children and adults - feedback should empower children to take responsibility for improving their own work
- All adults working with children should actively provide feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school – it should be delivered in order to promote high expectations and engagement in learning
- The time between learning and feedback should be kept to a minimum using live marking techniques, scaffolding and modelling
- Written comments should be limited and used for a specific purpose e.g. to help children who otherwise are unable to locate their own errors
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson
- Children should be given opportunities to respond to feedback as soon as possible after it has been given
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.
- Feedback should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be addressed as appropriate.
- Feedback is a part of the school's wider assessment processes that aim to provide an appropriate level of challenge to pupils.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

Feedback in the AfL Cycle

- Children and all adults must be clear about the learning taking place and expected outcomes.
- Skilful questioning is used to explore understanding, identify misconceptions, challenge and develop thinking.
- Mini plenaries give feedback to individuals/groups/whole class and address misconceptions.
- Feedback given will inform future planning for learning.

Feedback Strategies

- Oral feedback – given by an adult in the presence of the child or group.
- On the spot feedback – during learning time.
- Distance marking – appropriate for longer pieces of work; may lead to further dialogue.

- Self–assessment and evaluation – pupils reflect on learning.
- Peer assessment – pupils assess their own and others’ learning.

Expectations:

- All work will be seen by the teacher to establish achievement of objectives.
- Teachers will use feedback information to inform future learning.
- Numeracy: tick correct answers; incorrect answers dotted and misconceptions dealt with ASAP.
- Other subjects: comments relate to learning objectives.
- Marking codes are age appropriate and understood.

Approved by	FGB
Date	November 2025
Review	November 2027