



The Blessed Sacrament Catholic Primary School
Part of the Mater Ecclesiae Catholic Multi Academy Trust

Feedback Policy



OUR MISSION

The peace, joy and love of Christ is at the heart of all that we do in our school.

Through religious education, school policy and, primarily, our culture of prayerfulness, charity, and joy, we seek to share the Gospel with our families, our parish, our community, and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other, and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture, and prayer.

Our school is animated by love and our shared faith and clear STRIVE values drive our behaviour, relationships, and learning; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we can use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God’s grace we can grow, learn, and realise our full potential.

“Train up a child in the way he should go; even when he is old he will not depart from it.”

Proverbs 22:6

Document Control

This document has been approved for operation within:	The Blessed Sacrament Catholic Primary School		
Policy Status:	Statutory		
Approved by:	Local Governing Board		
Owner:	Stuart Aris – Deputy Headteacher		
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Version Log

1.1	February 2026 – Wording regarding KS1 in the moment marking edited to better reflect practice.
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Introduction

This policy outlines our approach to high-quality feedback, based on best practice evidence from the Education Endowment Foundation (EEF). The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher's or the pupil's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on pupils to correct their own mistakes rather than correcting them for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Therefore as a school we have experimented with alternatives to written marking which can provide effective feedback in line with the EEF recommendations and reduce teacher workload.

Objectives

The objectives of our Feedback Policy are that:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- Feedback is a 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.
- Teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure

Key Principles

- Feedback is not a statement but a 'recipe' for future action
- Focus on the pupil – not just a single piece of work. The main aim of feedback is to improve pupils' thinking. It is more important to make sure that their next piece of work will be better than to endlessly edit and redraft work in search of the 'perfect' piece.
- Feedback should improve the curriculum, not just the pupil. Misconceptions and gaps in learning should be noted and addressed in future lessons.

Practice

- ‘In the moment’ feedback to be used as much as possible, particularly in Maths – which can take the form of peer or self-assessment. This approach can also be utilised for identifying spelling errors of common misconception words or age-appropriate expected spellings. In KS1, adults will also identify incorrect letter formation, as well as errors in common exception words and words that are harder to read or spell.
- After a lesson, the teacher looks through the pupils’ books for common misconceptions and errors in basic skills. These are sorted by children who did not grasp the concept taught, those who showed good understanding and those who did particularly well.
- Teachers acknowledge each piece of work with their initials to show that it has been checked and highlight any pieces of work that are worth sharing as good examples with an asterisk (*)
- Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson including: work to praise or share; basic skills errors; pupils needing additional support; common misconceptions; notes for next lesson.
- These notes are then used to feedback to pupils at the start of the next lesson, either as part of the KC1 or as a separate short session.

Inclusion

If inclusive resources and feedback methods are used to support pupils with SEND and EAL these should be detailed on provision maps.

Professional Development

CPD will continue to be ongoing during the implementation of this policy. Opportunities for regular coaching, peer observation and lesson study are provided.

Accountability

Teachers: Implement principles, reflect on practice and engage in CPD.

SLT: Provide support, monitor implementation and lead improvement.

Governors: Oversee the impact of teaching and learning on pupil outcomes.

Review and Updates

This policy will be reviewed annually by the Senior Leadership Team in consultation with staff and governors to ensure it remains aligned with current research and school priorities.