



**Rudston Primary School**

## **Feedback Policy**

**Date: September 2025**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2025**

**Review Date: Autumn Term 2027**

## **Inclusion and Equality Statement**

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against

## Rationale

### What do we want to achieve with feedback?

The main purpose of feedback is to help our pupils, and we understand that effective feedback can have a significant positive impact on your pupil outcomes.

Feedback needs to show pupils:

- What their goals are – by discussing learning objectives and success criteria
- What they have achieved – by acknowledging and praising their work
- What changes are needed – by correcting misconceptions and setting strategies for improvement

For this to be effective, it should be:

- **Timely** – usually immediately after the task is completed, or in the same lesson, known as live feedback
- **Frequent** – after every piece of work or task
- **Acted on** – by pupils

Our key principles at Rudston primary School is that feedback is:

- **Manageable** – marking should be proportionate, and not all of it needs to be written
- **Meaningful** – it should vary by age group, subject and what works best for the pupil and teacher
- **Motivating** – feedback and marking should help to motivate pupils to progress (this doesn't mean writing in-depth comments, or being universally positive)

## Mark specifically and strategically

### How to make feedback manageable.

Choose 1 focus per lesson and make sure your lesson is planned to address pupils' needs in this particular area. This focus must be shared with children so they know what is expected and what success looks like. Your feedback should then focus on this area.

This feedback/assessment should then feed into assessment tracking on ARBOR to highlight achievement and gaps in learning.

Using lesson time to give live verbal feedback means that verbal feedback can remove the need for as much, or any, marking.

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.

You can also use mini-whiteboards as an opportunity for whole-class feedback. This looks like:

- Asking the class to respond to a question on their mini-whiteboards

- Telling pupils if they got it wrong – they can mark this with a tick or cross on their mini-whiteboards
- Correcting the mistakes – you can bring a pupil to the front to work this through together on their mini-whiteboard for everyone to see

Doing short feedback sessions after each activity in the lesson also gives you the opportunity to correct misconceptions.

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. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

## How to make feedback **motivating**.

### **Provide targets to support progress**

We use simple targets to make feedback as specific and actionable as possible, and improve pupil progress.

Feedback should focus on whole class outcomes and pupils' personal targets. For example, a pupil may have some target spelling words which the teacher might discuss alongside the grammar objective of the lesson. This could either be to indicate an error, or acknowledge that the pupil has spelt the word correctly.

Teachers ensure that pupils have a limited number of personal targets, so that this is manageable alongside providing feedback on the lesson objective.

## **Balance advice and praise**

Teachers must show consideration as to how individuals will receive feedback and carefully consider its impact on pupils' self-confidence and motivation. Specific feedback should be given to individuals on a 1 to 1 basis, for example not publicly sharing test scores or highlighting a child's misconceptions in a way which may humiliate a child. Anonymous misconceptions and errors can be used as a modelling exercise with the child's consent.

Remember to also give feedback when things are going well. High-quality feedback may focus on a task, subject or self-regulation strategies.

## How to make feedback **meaningful**.

Feedback should inform pupils how they can improve on the subject or task at hand. Teachers do this by including specific information about what the pupil has done successfully or not, along with an

explanation as to why. Teachers should then provide a manageable task to check they have understood the feedback or time within the session or following session for self editing.

For example, instead of saying: 'Make your story more exciting', you could suggest: 'Add 2 types of imagery to each paragraph of your story, because the learning objective of this lesson is to learn to use imagery'.

Provide opportunities for pupils to respond to the feedback after it's been given by self editing, and then demonstrate their understanding of the skills in lessons, so staff can evaluate how effective the feedback has been.

### What does editing at Rudston look like?

- Blue pen to be used by children only in their own books.
- Feedback which empowers children to take responsibility for improving their own work; not doing this for the pupil.
- We need to regularly model how to check, edit and improve work. This can be done as a whole class, a guided group or 1:1.
- Provide resources to support independence.
- Students correct their own mistakes, rather than correct answers provided for them if age and ability appropriate.
- Students identify their own errors if they can, rather than this provided for them.
- Provide clear models/ toolkits / checklists so pupils know what to look for.
- Use of a visualiser (or scanned piece) of pupils own work to edit and improve.
- Self and peer-assessment activities should be controlled to ensure pupils know what to look for. Pupils always write in their own books.
- Teachers can write short reminders on purple post-it-notes to go in a child's book or when appropriate the child can write this themselves.

## **Subject specific feedback Principles**

### **Literacy**

Prior to the teacher marking any written work, it is important that pupils have been given the opportunity to 'find and fix' their own errors (spelling and punctuation) and to edit and re-draft their own work. Of course, the process of proof-reading and editing writing will need to be carefully modelled to students first.

- Pupils should edit their work in blue pen, teachers should mark in green and student teachers and supply in purple.
- Teachers should verbally feedback where pupils have met success criteria in their writing (just a few examples is enough)
- They should use the following codes to feedback on a piece of writing:  
S – check spelling  
P – check punctuation
- Pupils should be provided with opportunities to respond to verbal feedback as soon as possible.

## **Maths**

- ✓ - indicates correct answer
- O - indicates an error and that pupil needs to go back and check
- Where misconceptions are evident, teachers may need to provide comments which provide a model or scaffold to support the child to arrive at the correct answer.
- Pupils should be provided with opportunities to respond to verbal feedback as soon as possible.
- Short verbal feedback comments should be provided to extend children further- for example: 'Prove it', 'Explain how you know', 'Draw it', 'Show it in another way'. These short extension comments should be provided during live feedback.

## **Foundation subjects**

- Verbal feedback should be given to intervene in a timely way if children have not understood work and to further challenge them if they have
- To motivate further by praising current achievements
- To ensure that children know what they need to do in order to improve eg how to improve a balance during P.E. or improve a scientific diagram
- Children should be supported to self correct subject specific spellings errors or key grammar and punctuation learning from writing sessions
- Children should be given the time within a session to respond to feedback

## **MONITORING AND EVALUATION**

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- ☐ An improvement in children's attainment.

## **EQUAL OPPORTUNITIES**

The Feedback Policy and Procedure encourages the practice of inclusion for all.

Agreed by Staff: September 2025

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Review Date: September 2027