



The Redeemer
Church of England Primary School

Feedback policy

Date: 2024 2025

Feedback Policy

Aims

- To ensure meaningful feedback is present in all lessons.
- Ensure teacher workload is not unduly affected
- Provide opportunities for the celebration of children's outstanding efforts
- Enable all learners to make progress

Research

We have taken into account the findings of the EEF¹ into effective feedback, Independent Teacher Workload Review², Dylan Wiliam's Embedded Formative Assessment³ and Rosenshine's Principles of Instruction⁴.

Implementation

First, we trialled the use of a Feedback Book through a Whole Class Feedback Working Party and then moved to rolling it out through school. After the initial rollout, the new policy was monitored and discussed with pupils and staff to ensure the policy meets the needs of all learners. Quotations are taken from pupil voice questionnaires around feedback.

Feedback at The Redeemer

"feedback should be more work for the recipient than the donor." Dylan Wiliam

- Effective feedback is crucial to outstanding teaching.
- Feedback should be verbal and specific, giving children actionable steps and time to respond.
- Teachers and support staff walk the floor to pick up on misconceptions and address any personal errors, enabling them to give effective verbal feedback to all learners.
- All teachers have a feedback book (sample page right) to allow them to note down common misconceptions, children deserving of praise and children in need of further support.
- This is an alternative to written comments which are found to take a significant amount of teacher time and have little effect on children's attainment.
- The feedback book is shared between relevant staff members to ensure constructive communication and enable staff to track pupil progress and become aware of any patterns in children's work.
- The feedback book is used for English and Maths lessons and in other subjects at the teacher's discretion.
- Children use purple pens to self-mark their work and respond to feedback by answering new questions or correcting previous mistakes.

Whole Class Feedback Sheet	
Date: _____	Lesson: _____
Work to Praise and Share	Intervention
Corrections	
Misconceptions and Next Lesson Notes	

¹ https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

³ https://books.google.co.uk/books/about/Embedded_Formative_Assessment.html?id=Z62NZwEACAAJ

⁴ <https://www.aft.org/sites/default/files/Rosenshine.pdf>

Praise

"It feels exciting when the teacher tells us who has done well." Year 4 Pupil

"I felt well proud when I'm told my work was really good." Year 2 Pupil

- Feedback is not just a list of what went wrongs but instead an opportunity to celebrate successes, narrate the positive and build a positive learning culture that celebrates successes.

Opportunities for feedback

- **Same day interventions:** Teachers may ask support staff to take children to correct misconceptions in a timely manner that does not affect the teaching of other subjects.

- **Feedback Time:** At the beginning of the next lesson, teachers can use Feedback Time to give purposeful feedback and allow children to correct mistakes. The icon (*right*) is used to signify Feedback Time.



- **Weekday Starters:** Some mornings, children will complete corrections or work relevant to previous lessons to complete upon arrival in the classroom.

- **Maths and English Groups:** Some children are invited to Maths and English groups to help increase their confidence in the relevant subjects from 8.30am.

- **Breaks and Lunches:** Breaks and lunches may be used for a short time to allow children to finish work appropriately.

Marking

"I like the codes because they are easy to understand and it is better than having writing all over my work" Year 6 pupil

Teachers use the following codes (right) on children's work to enable effective feedback and to allow children to respond appropriately.

Written marking is kept to a minimum to allow time for effective verbal feedback.

This stamp is used in children's books to signify they have not been involved in the whole lesson.



What My Marking Means	
✓	Objective achieved
✓✓	Great work
X	Objective not achieved
TT	Talk to the teacher
Sp	Spelling mistake. Write out the word correctly 3 times.
WS	Work was completed with help from an adult.
done	Error that needs correcting.
All corrections to be made in purple pen	