

Crawshawbooth Primary School

Feedback Policy

September 2025

Mr Willan

FEEDBACK POLICY 2025-26

"Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,"

Dylan William, Embedded

Formative Assessment

HIGH-QUALITY, EFFECTIVE FEEDBACK

"Feedback secures students' learning by supporting their understanding of how to improve, closing the gap between where they are and where the teacher wants them to be. Feedback that moves learning forward is both efficient and effective: it is clear, timely, focused, and actionable and should result in more work for the students than the teacher. A variety of techniques are used to provide feedback, including live marking and whole-class feedback, which reduces teacher workload and supports a timelier feedback and improvement cycle."

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner'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 students to correct their own mistakes, rather than providing correct answers for them;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Our policy will ensure teachers:

- Provide meaningful feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing motivation for learning;
- Inform effective planning of lessons;
- Have the ability to record progress related to learning objectives;
- Can manage workload around feedback;
- Understand the sole purpose of feedback is to improve children's learning.

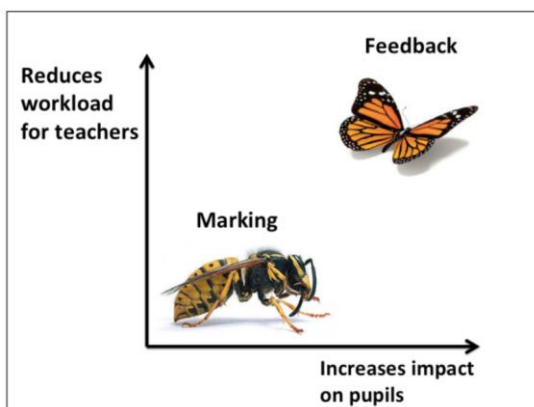
Teaching is an interactive, two-way process. Teachers and pupils require feedback from each other to assess how the learning process is going. Pupils provide feedback to teachers about their learning and the quality of teacher explanations (consequently allowing for adjustments to be made to the teacher instruction), with teachers providing feedback to pupils by indicating precisely how the learner should adjust their actions to secure progress.

Providing feedback has a high impact on learning, with evidence to suggest it has a greater impact on disadvantaged pupils and low-prior attainers. Feedback from pupils should be obtained on mass through the regular use of mini whiteboards, with understanding probed further through high-quality questioning. Frequent quizzing provides feedback on pupil understanding, knowledge gaps and the enacted curriculum. Feedback to pupils is most effective when specific, detailed, and actionable information is given about how to improve. It is effective during, immediately after and spaced after learning, and should be given when work is both correct and incorrect. Feedback should maximise pre-emptive teaching to prevent frequent errors and common misconceptions, provide the necessary information for responsive adjustment in teacher instruction, and should address knowledge gaps by providing detailed information about the learner's performance relative to learning goals.

The greatest impact of feedback comes when it is:

- Timely
- Frequent
- Acted on

Two-way feedback should be habitual, fundamental, and prioritised. Different methods of feedback have been shown to be effective and therefore should not be limited to any one form. The type of feedback should be determined by the teacher and chosen dependent on context, appropriateness, impact, and workload.



“There’s always a teaching-learning gap. Just because we’ve taught it, it doesn’t mean pupils have learned it. The best teachers close the teaching-learning gap so that their pupils learn – and remember rather than forget – what they are being taught.”

Jo Kirby

QUIZZING

No/Low stakes quizzing is an effective retrieval method that can make pupils aware of gaps in their memory and can highlight to the teacher any misconceptions or content that has not been committed to long-term memory.

Daily Do Now – Retrieval questions at the start of each lesson. For optimal retrieval practice, pupils should be presented with a mixture of fact questions (multiple choice, short answer facts, true/false, recitation of quotes and facts, and creating lists) and higher order questions (deeper thinking, more complex tasks such as analysing, evaluating, elaborating, and explaining). Instant feedback is given through swift marking and correction.

Weekly* Fluency Quiz – 10-15 subject specific, knowledge organiser questions (examples: multiple choice, keyword definitions, vocabulary, spelling, labelling a diagram, recalling key facts, hinge

questions). Expected answers are single words, definitions, formulas, or symbols. The quizzes build in spacing and interleaving over the year/course. All pupils in the same year group should answer the same questions. Instant feedback is provided through immediate in-class marking. Teachers record scores and identify knowledge that requires re-teaching. Problematic areas are interrogated across the year groups for common knowledge gaps.

100% Knowledge Quiz – End of unit/half term cumulative, the expectation is that pupils are striving for 100%. Peer marked in class for immediate feedback. Teachers record scores. Analysis of scores result in curriculum reviews, amendments, or alterations where required.

RESPONSIVE

Obtaining feedback from pupils frequently ensures the lesson is progressing appropriately, instruction is of a high quality, and misconceptions / misunderstandings are not present.

Circulate - Strategic circulation, providing feedback and immediate intervention. Actively monitor pupil work during circulation, noting pupils who have the wrong answers. Identification of common misconceptions/errors can be addressed using Whole Class Feedback.

Checks for understanding – Mini-whiteboards should be used routinely and regularly to check for whole class understanding before progressing through the content. Pupil responses should be obtained through a variety of techniques. Cold Calling, No Opt Out, and Call and Response can be used to track and probe understanding, identify knowledge gaps, and eradicate misunderstandings/misconceptions.

Reteach/Retrieve – Determine whether content requires 'Reteaching' or 'Retrieving' and plan accordingly. Be conscious of reteaching 'in the moment' as the explanations and questions have not been intellectually prepared in advance and therefore may not have the desired impact.

Verbal – Continuous high-quality dialogue between the teacher and pupils. Verbal feedback is immediately acted upon, and their understanding crucially re-checked. If common mistakes and misconceptions are evident during circulation, stop the class, and re-teach the aspect.

SELF

This type of feedback should be carefully selected, pre-planned, and communicated clearly. It should be chosen only when it will support pupils' learning, and not hinder their progress.

Judgement - Self-evaluation using checklist/toolkit criteria of paragraphs, with teacher guidance and support.

Marking - Self-checking answers, correcting mistakes from a mark scheme, model exemplar or knowledge organiser, with teacher guidance and support.

Knowledge organisers – Pupils learn and memorise the foundational knowledge to embed in long-term memory. Pupils can use 'Look/Cover/Write/Check' technique.

Self-quizzing – Pupils create their own flashcards (preferably throughout lessons from identification of knowledge gaps through quizzing etc) and use the Leitner method (varied frequency dependent on recall) to study at home. Web/app-based systems can also be used to support further study at home such as Quizlet.

PEER

This type of feedback should be carefully selected, pre-planned, and communicated clearly. It should be chosen only when it will support pupils' learning, and not hinder their progress.

Marking - Peer-scoring of spelling, definitions and/or concepts, with teacher guidance and support.

Evaluation - Peer-evaluation using checklist criteria of paragraphs, with strong teacher guidance.

Support – Receiving support and feedback from other pupils, e.g. through peer-tutoring. This should only be used when the content is appropriate and where teacher is confident the 'tutor' has the knowledge and skills to develop and enable progress of those being supported.

WHOLE CLASS

Providing feedback to the class enables immediate engagement with pupils' work, allowing precise, quick, detailed, formative feedback.

WCF - Feedback on strengths and improvements using a consistent subject template (minimum twice a half term). WCF should be used to provide whole class, timely, detailed, formative feedback. This should be planned for and could be completed through circulation, book reviews, assessments etc. Pupils should be given the opportunity to act on the feedback and make improvements to their own work.

Show call – Completed with the whole-class using the visualiser (iPad). Teacher narrates or scholars contribute and make improvement suggestions as a collective. Pupils instantly act on feedback through redrafting their own work, for example. Exemplar models can be used when appropriate. This can be used in conjunction with WCF to model examples of excellence.

Diagnostic – Intelligently designed multiple choice questions to identify misconceptions.

Call and Response - The whole class responding aloud in unison to answer the question or repeat the phrase, for emphasis or to help encode it in memory. It helps to increase memory building. Asking your class to answer or repeat in unison can also offer a change of pace that can expand participation and build energy and momentum.

WRITTEN

Written feedback should only be given if it is purposeful, specific, and time-efficient, and will benefit pupils above another form of feedback. Written teacher feedback should be in orange pen for pupils to distinguish from their own marking and corrections.

Marking codes (amend as required) – consistent subject codes to reduce time and workload. When required, support scholars by accompanying codes with verbal support/prompts/guidance of how to complete this successful Marking Codes –

- Teachers' written feedback is given in orange marking pen (provided by school)
- TAs' written feedback is given in orange
- All marking is to be done in a clear legible handwriting aligned to the school handwriting script
- The marking code should be accessible to all pupils in the learning environment
- G – Guided group work
- V – Verbal Feedback

English

Corrections and response to feedback (Fix It time) will be completed on the opposite page

- √ √ Exceeding expectations
- Sp Spelling mistake – sp over the word, correction on the opposite page (focus on spelling lists for particular year group)
- P punctuation (p written in the place of the missed punctuation)

Marking of Maths Workbooks will mainly be done during the lesson and during assembly time to allow for SDI Additional verbal feedback will be given as needed; misconceptions are to be addressed.

Journals are used to run alongside the children’s Maths Workbooks to record deepening tasks.

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect in both Maths Workbooks and Maths Journals. Children will usually correct their work after the appropriate intervention has been given.

There should be evidence of children correcting their mistakes to show they understand where they went wrong. This should be completed in purple pen.

Precise targets – Avoid generic statements/targets. Pupil progress is increased if targets are specific and actionable.

Time – plan specific time for written comments to be addressed and actioned. Pupils are unlikely to benefit if they have not had the opportunity to consider and respond to the feedback.

SUMMATIVE

Maximising the information we receive from summative assessments, and determining our intended actions, is crucial since our curriculum time is limited. It is vital that identified problematic areas are not only retaught but continue to be retrieved since “...restudying improves retention in the short-term, but retrieval practice benefits learning in the long-term (e.g., Roediger & Karpicke, 2006b).”

Results – Since the impact of marking is reduced once an assessment is issued, percentages, marks or grades are not given or released to pupils until after the assessment(s) have been reviewed.

Exam paper review – Considering what we know about cognitive overload, learning time should not be used to go through entire exam papers or tests. Teachers can provide exam paper/mock feedback through the following ways:

- Create a recording going through the exam paper(s) highlighting what marks were awarded for/key information/what to look out for etc. Issue as homework for scholars to watch and amend their paper(s).
- WCF of mistakes pupils are making. Draw attention to those questions where multiple pupils were making mistakes, drawing out misconceptions and reteaching.
- Identify a small, select number of key areas requiring full reteaching and spend lesson time reteaching and providing shadow questions for pupils to try.

Strategies to support effective feedback

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. Teachers are to use strategies and capture the learning on Balance. This is not an exhaustive list and should be added to as practice and research develops.

Piles / book organisation	Books are organised into piles at the end of a session. Those children who have achieved the objective / those who need some clarification and those who need further support. The teacher will note what has worked well and identify pupils who require further
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	support.
ABCD cards	ABCD cards used regularly to address any misconceptions in class. Any misunderstanding can be dealt with and understanding recorded on Balance in the moment.
Exit passes	Exit passes will show a depth of understanding.
AirServer / iPad	<u>AirServer / Apple Classroom / Visualiser is the most important tool when considering formative assessment in the classroom.</u> This should be used regularly when looking at work and considering self and peer assessment. Please note proof-reading and editing section.
Individual / group feedback session	Based on information collected by the teacher, pupils will receive focussed feedback from staff as individuals or as a group if there is a theme that needs addressing.
0-9 scale	Pupils will self assess using coloured stickers (Red/Amber/Green) to indicate which section of the Balance Learning Wheel represents their learning progress. This can then be used by the teacher to consider their depth and accuracy of understanding.
Environment	Teachers must consider their environment carefully. Tables are to be set up to facilitate effective feedback at all times.
Reactive planning	Next steps - whole class teaching.

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