

Feedback Policy

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Tanners Brook Primary School

Feedback Policy

All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.

EEF Teacher Feedback to Improve Teacher Learning Guidance Report (June 2021)

1. Policy Statement

Feedback is an essential part of developing a child's learning and has an important role to play in pupil progress.

Feedback allows teachers to monitor a child's in-class performance by supporting their formative assessments - gathering and understanding information about the on-going needs of children as learners, both collectively and individually.

The information gathered from feedback for teachers will also be used when making summative judgments about a child's wider learning journey.

The information given to the child can give them the skills and understanding to support themselves in moving their learning on.

The audience for the feedback given is the child – individually or collectively.

2. The Purpose of Feedback

Feedback at Tanners Brook Primary School should be used to:

- Recognise and celebrate achievements - on the task, the subject, the effective learning strategy and self-regulation strategies
- Move learning forward
- Communicate what a child needs to do next (next steps)
- Encourage thinking and deeper understanding
- Lead to improvement in future learning
- Allow children to take ownership of their learning
- Communicate between adults and children
- Address misconceptions

In line with the recommendations of the Teacher Workload Review Group's Report: *Eliminating Unnecessary Workload Around Marking*' (March 2016), we believe feedback must be meaningful, manageable and motivating.

The quantity of feedback should not be confused with the quality of feedback received.

3. The Principles of Effective Feedback

Using the EEF Teacher Feedback to Improve Teacher Learning Guidance Report (June 2021), we believe the core principles of effective feedback are:

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1. **Lay the foundations for effective feedback** - with high-quality initial teacher instruction that includes careful formative assessment
2. **Deliver appropriately timed feedback that focuses on moving learning forward**
3. **Plan for how pupils will receive and use feedback** - using strategies to ensure that children will act on the feedback offered

4. Forms of Feedback

We believe that children should receive feedback in a variety of forms.

Not all forms of feedback are appropriate for all forms of work and as such, staff should use their professional judgment to determine which form of feedback is the most appropriate.

Feedback may be:

- Immediate feedback – given at the point of teaching (live feedback)
- Summary feedback – given at the end of a lesson or task
- Delayed feedback – given away from the point of teaching

It is our belief that children should also be involved in the feedback process and as such, pupils at Tanners Brook Primary School will be taught to use skills of self-assessment and self-evaluation. Children will also be encouraged to develop their ability to participate in peer-to-peer feedback work.

5. Feedback Methods

Using the EEF Teacher Feedback to Improve Teacher Learning Guidance Report (June 2021), we believe the two methods for effective staff feedback are:

1. **Purposeful written feedback** – including comments, marks/scores or marking codes that are effective and time efficient. This might be through immediate, summary or delayed feedback and should also include self and peer feedback where appropriate
2. **Purposeful verbal feedback** – focused on the learning intention, set around 'action points' to make the verbal feedback concise and the use of a visualiser to offer a modelled example

Both methods should reflect the principles of effective feedback to ensure they lead to effective learning and pupil progress.

Professional judgement should always be applied to ascertain what method and form of feedback would lead to the best outcomes for our children.

For more specific details of how these feedback methods are implemented at Tanners Brook, please see the guidelines outlined below.

6. Feedback Guidelines

Professional judgement underpins our feedback policy. This should always be applied to ascertain the method and form of feedback and should be supported by a clear understanding of the 3 core principles of effective feedback.

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Time needs to be given to children to respond to feedback to ensure that they benefit from it (principle 3). They must also be given the opportunity to seek further clarification if needed. This is particularly vital when choosing to use 'delayed, written feedback'. This ensures the 'feedback loop' is closed and learning can continue to progress.

Corrections to work should support the child's learning and it should be remembered that too many can overwhelm, demoralise and demotivate our children. Staff must use their professional judgement when deciding how many corrections to mark, ensuring it reflects the attitude, ability and emotional maturity of the individual.

Staff may plan to provide feedback to groups of children, so that they can focus on developing particular skills within a targeted group.

All work must be acknowledged in some form by a member of staff, a child or a peer.

When writing on a child's piece of work, a clear, legible handwriting style (appropriate to the child's own level) should be used.

Staff will give written feedback using coloured pens:

- Pink will be THINK PINK – things to improve/think about.
- Green will be GREAT GREEN – when the skill or applied learning strategy has been done well.
- Blue – scribing for a child.

When using written feedback, the amount of THINK PINK and GREAT GREEN should be balanced. This can then act as a clear motivator to the individual child and reflects both positives and next steps in their work.

Some staff may use a THINK PINK SCREEN to show it is time to review feedback in class.

Children will use purple polishing pens for corrections and editing. Staff may choose to identify the specific work that needs to be an editing focus in a suitable format, for example, through a written comment or a highlighted section. Staff may choose to alter the layout within their books to provide space for larger editing work, for example, writing on the left and editing on the right.

The agreed marking codes for specific key stages will be displayed in every classroom and will be used by all staff. These are attached to the end of this document.

Marking codes will be taught to the children to ensure they know of the symbols and meanings.

If a child in KS2 requires reference to EY/KS1 marking codes to enable them to improve their learning, this should be exercised using the professional judgment of staff.

Any praise used when providing feedback need to be in accordance with our behaviour policy.

7. Monitoring the Policy

We will ensure that these guidelines are being consistently used and reflected upon throughout the school to ensure learning is enhanced.

This policy will be reviewed by the Academy Committee bi-annually.

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Annex 1 – Early Years / Key Stage 1

Finger spaces	 or 
Punctuation	 or 
Sound out (Fred Fingers)	FF
Conjunctions	
Spelling error	Sp
Feelings	
Well done	
Verbal feedback	VF
Correct	
Look again	 
Check your answer	
Insert a missing word	
Wow word	
Next steps	
Supported	S
Guided	G
Paragraph	P or // (dependent on ability of child)

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Annex 2 – Key Stage 2

Punctuation	 or 
Spelling error	Sp
Well done	 or 
Verbal feedback	VF
Correct	 or 
Check your answer	
Does not make sense	
Omission	
Next steps	
Supported	S
Paragraph	//
New line	/