

Whitchurch CE Federation

Feedback to pupils learning



Implemented

September 2026

Review date

Annually

Purpose

'Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.'

- Hattie & Timperley (2007)

This policy reflects evidence from the Education Endowment Foundation (EEF), the Department for Education and current research into effective feedback.

The Federation recognises that effective feedback should improve pupil learning while remaining manageable and sustainable for staff.

Quality of Feedback Criteria

It is widely recognised that verbal feedback is most effective. When pupils are given the opportunity to address misconceptions within a lesson, progress over time can be made at pace. However, this relies on the feedback from teacher to pupil being specific and related to the learning in question.

Due to time constraints, verbal feedback may not always be possible for every pupil within a lesson. Where this is the case, whole class feedback, self-assessment, peer assessment or specific written feedback that relates to the learning in question should be provided for the pupil to act upon at the soonest available opportunity. Whatever form of feedback is used, the **impact** upon the pupil's work should be evident.

In order for pupils to make the most of the feedback they receive and also give to their peers and their teachers, it is important they understand **how** and **why** the feedback is being given. Pupils will need the following explained to them in child friendly terms to ensure they understand what it is they need to do next.

Teachers will use professional judgement to determine the most effective form of feedback for pupils and the learning taking place.

Feedback will be timely, proportionate and focused on improving learning. It may take the form of verbal feedback, whole-class feedback, live feedback, self-assessment, peer assessment or written feedback where appropriate.

There is no expectation that all work receives written marking. The effectiveness and impact of feedback are more important than the method used.



Staff may use a range of feedback approaches including:

- The majority of marking is completed on Showbie with children uploading a photograph of their work, which is looked at by the teacher and any aspects for children to re look at is completed back in books.

- Live verbal feedback during lessons
- Whole-class feedback
- Small group feedback
- Self-assessment
- Peer assessment
- Written feedback
- Retrieval practice and pre-teaching
- Adaptive teaching in response to assessment

The approach used will depend upon the learning objective, pupil need and age of the children.

Symbols are used to support children (see appendix 1). However, the feedback should always be specific, focused and relate to the learning within the lesson. Green highlighter is used to indicate areas of strength. A pink highlighter is used if we require the pupil to rework the area highlighted by writing it again under the teacher's comment, or to make specific edits within their work. (Appendix 1)

Time is planned in for pupils to make improvements at the beginning of the following day.

Whatever form of feedback is provided, **actionable** feedback is far more powerful, and will help pupils understand their mistakes, close the gap between where they are and where they need to be. Tom Sherrington's 'Five R's' is a model that we provide to support staff where appropriate, but is not a compulsory marking guide. (See Appendix 2 for examples and Appendix 3 for Classroom resource):

- Redraft, re-do
- Rehearse or repeat
- Revisit and respond
- Relearn, retest
- Research and record.

A tiered approach to the feedback must also be considered to ensure the right level of feedback is given. This hierarchy of marking supports appropriate next steps.

- Letter formation (appropriate to year group)
- Finger spaces
- Full stops
- Capital letters
- Sentence structure
- Gateway keys appropriate to year group



Spellings

- Taught common exception words appropriate to ability.
- Words appropriate to phonic/spelling knowledge
- Taught Word Aware words

Frequency of Feedback & Teacher Workload:

Effective feedback will be monitored through pupil outcomes, progress, classroom practice and work scrutiny rather than by measuring the quantity of written marking

Adaptive Teaching

Assessment and feedback are used to inform future teaching.

Teachers adapt learning, provide additional support, address misconceptions and extend learning opportunities based upon ongoing assessment during lessons.

Feedback should support responsive teaching and help move learning forward.

Quality Assurance:

Leaders will monitor the effectiveness of feedback through:

- Lesson visits
- Pupil discussions
- Work scrutiny
- Assessment information
- Curriculum monitoring

The focus will be on the impact of feedback on learning rather than the quantity of marking.

Guidelines & Procedures:

The following guidelines will be implemented across the school:

- Feedback should always reflect the learning intention of the activity and provide an opportunity to go beyond.
- Pupils should be encouraged to check their work against the learning statement/s before handing in for feedback.
- Where possible and appropriate, feedback should be done with the student face to face and live marking in class.
- Cursive handwriting must be used *across all subjects*.
- Any marking comments must be grammatically correct using correct punctuation and include no spelling mistakes.
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- Spellings and grammar mistakes should be corrected, but if there are many mistakes, correct if:
 - Spellings and grammar were part of the lesson objectives.
 - It is a spelling that all children should know.
 - It is something related to the child's individual target.



Appendix One

Federation symbols for marking

When marking pupil's work, the following symbols are to be used.

	Green highlighter means you have met the aim of the session, showed a good example of learning in your work
	Pink highlighter means think about this part again
VF	verbal feedback given
S	supported by an adult
• or ?	you have made a mistake (this could also be  highlighter)
✓	this is correct well done! (this could also be  highlighter)
✓✓	excellent idea, well done! (this could also be  highlighter)
^	a word is missing
()	Any work that staff / pupils feel need to be repeated / or is incorrect will be indicated by brackets being placed around the section in the blue / purple pen.

Appendix 2

5 R' Poster for

