

Brunshaw Primary School



***‘Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.’***

Pupil Feedback Policy

June 2025

Agreed by Governors: September 2025

Responsive, Reactive, In the Moment

Introduction

At Brunshaw Primary School, we understand the importance of effective feedback to support pupils' progress, build learning and address misconceptions. Our policy for pupil feedback is rooted in the belief that there is no single 'best' way to provide feedback to pupils and follows the principles of effective feedback as paid out by the Education Endowment Foundation (EEF) in the Teacher Feedback to Improve Pupil Learning guidance report. We believe that feedback to pupils should be **responsive, reactive** and **in the moment**.

The aim of documenting a policy for feedback for our school is to develop a commonly agreed and clearly understood approach, so that staff are consistent in their application to enhance the quality of children's learning and promote effective teaching.

Throughout this policy, the term 'teachers' includes all adults in school working directly with pupils on teaching and learning.

Principles

1. Foundations should be laid for effective feedback:
 - Teachers should provide high quality teaching, including making effective use of assessment for learning strategies (see below).
2. Feedback should be timed appropriately to move learning forward:
 - Teachers should judge whether more immediate or delayed feedback is required (this will take into account the task and the needs of the pupils). Immediate feedback can be useful to stop misconceptions becoming embedded but delaying feedback can lead to increased pupil engagement.
 - Feedback should focus on specific gaps in order to move learning forward.
 - Feedback that focuses on a learner's attributes or that is vague or general should be avoided.
3. Teachers should plan for how pupils will receive feedback and how they will use it:
 - Pupil motivation and self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. With this in mind, teachers should ensure that their classrooms are places where children feel safe and able to learn from feedback. Wherever possible feeding back to learners should be a positive, shared process with active involvement from the pupil.
 - Teachers should plan for opportunities to allow pupils to respond to and use feedback in order to complete the feedback loop.
 - All adults within the classroom should be involved in giving feedback.

Feedback in the AfL Cycle

To maximise the impact of feedback on learning, it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, focused learning objectives; success criteria which support these; appropriate challenge in learning activities, etc).

- Skilful and varied questioning is used to explore children's understanding of the learning taking place, identify misconceptions, challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- Strategies should be used to elicit responses from all learners. Examples include thumbs up/down, choral response, use of mini-whiteboards. Hinge-point questions are also useful formative assessment tools to help ascertain pupil understanding within a lesson.
- Tasks are carefully designed so that pupils can demonstrate their thoughts, ideas and understanding. The task set should allow the teacher to give effective feedback.
- When and where appropriate, within the lesson give feedback to individuals/groups/whole class **at the point of learning**, and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson.
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement.
- Feedback informs planning for future learning and children should be given opportunities to implement and act upon.

Feedback Strategies

The EEF research states that the method in which feedback is given is less important than ensuring the effective foundations and principles are in place. Implications on teacher workload are also a factor in deciding which method of feedback is likely to be the most effective. This will vary depending on the subject being taught, the task pupils are completing and the age and ability of the pupil.

Verbal feedback 1:1

Verbal feedback is given by an adult to an individual or to a group of pupils. It is often given within the lesson when it is sometimes referred to as live feedback. Pupil voice, and research, suggests that this is often pupils preferred form of feedback as it helps them to understand exactly what they are being asked to do to make improvements to their work. When verbal feedback is live, pupils can make these improvements immediately. Effective teachers will ensure that the majority of verbal feedback is directed towards aiding pupils to meet learning objectives. Where verbal feedback is given after the lesson, teachers should ensure that children are given opportunity to respond.

Verbal feedback - Group

During the process of engaging with pupils and their work and delivering verbal feedback, it may be apparent that a small group of pupils are having the same difficulties. At this point it may be appropriate for teachers to work with this group to give further teaching input or to provide more specific feedback.

Verbal feedback - Whole Class

Verbal feedback may be given to the whole class within a lesson. When this strategy is used an example of successful work might be shared with the class in order to model what the final outcome should be like. It may also be appropriate to stop the class to reteach a concept or to address a misconception. When this is done, opportunity should be given for children to apply this feedback in the remainder of the lesson.

Whole class verbal feedback can be given after a lesson has been completed. This may occur when a teacher revisits pupil books after a lesson. It is most likely to be effective where a number of children have made the same mistake or not met a particular part of the learning objective or success criteria. This type of verbal feedback is normally given at the start of the next lesson. Time must be allocated to allow the pupils to respond to the feedback, for example by editing their work or by completing further examples. For pupils who were successful, this time can be used to identify their successes, thus reinforcing learning.

Use of visualisers

We recognise that visualisers can be a powerful tool, both in modelling as part of high quality teaching input and as a tool to provide verbal feedback especially for pupils who may find verbal feedback alone too abstract. Examples of successful work can be shared under a visualiser, and they can also be used to discuss and share ways in which work can be improved. Every classroom has a visualiser for this purpose.

Recording verbal feedback

Teachers are encouraged to make notes within or after a lesson to indicate the verbal feedback given. The main purposes of this is to ensure that there are records of learning that can be referred to when making summative judgements of attainment. Records are also useful when feedback is given after a lesson.

There is no set format for these notes but they are likely to include the following:

- Date of lesson
- Learning objective and success criteria
- Brief note of children who met learning objective (this could be a tick against a list of pupil names)
- Notes about children who did not meet learning objective which may include next steps
- Strengths
- Common errors or misconceptions to be fed back to the class
- Interventions to follow

In line with the principles of effective feedback, pupils should be given the opportunity to respond.

Written feedback

There is a place for written feedback, but this only has value if time is planned in to allow pupils to respond and learn from it. Teachers should also be alert to the time implications of providing lengthy written feedback for pupils, particularly as pupil voice at our school suggests that pupils often find it confusing and less helpful than verbal feedback.

Written feedback can be used effectively within a lesson. Examples of how this might be done include indicating correct responses in Maths, modelling how to complete a further example or setting out an additional challenge. A set of simple codes is also used to indicate errors and places where pupils should self-correct work (see appendix 2). These codes should be shared with pupils.

Where written feedback is used, it should be given in accordance with the principles of effective feedback as set out in this policy. Written feedback is only used if it is of benefit to the pupil. Any written feedback is given in green pen using accurate spelling and handwriting formations so that it is easily differentiated from pupil work - pencil (or black pen in Y6) and pupil editing- (blue pen).

Self–assessment and evaluation

By encouraging children to review their own work and to be involved in setting goals and targets future learning will be promoted and sticky knowledge will be maximised. We encourage children to self-assess by:

- Giving feedback, whenever possible, alongside the child
- Using success criteria, including that created by pupils, and evaluating work against these same criteria
- Providing opportunities within and after lessons for pupils to reflect on feedback and make changes to their work
- Developing spoken language and questioning techniques so that pupils are able to discuss their work with the teacher and with each other
- Making use of self-marking, particularly where answers are either correct or incorrect (e.g. calculations, spelling tests)

Peer assessment and evaluation

Pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

Monitoring & Evaluation of the policy

The success of our feedback strategies in enhancing the quality of learning and in promoting effective teaching will be reviewed yearly by all staff who are involved in working with pupils. It will also be reviewed regularly by the Headteacher/SLT and by subject leaders as they undertake monitoring within their individual subject. As part of such reviews, evidence of feedback from a variety of curriculum areas and across all year groups will be shared and evaluated to ensure that:

- A consistent approach is being used throughout the school
- Feedback workload is in line with expectations and not impacting on staff wellbeing

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Appendix 1 – Feedback Non-negotiables

- Feedback given, whether verbal or written, is focused primarily around the learning objectives and success criteria of the lesson
- Opportunities are planned for to allow pupils time to respond to feedback
- Written feedback is given in **GREEN** ink
- Stickers, stamps or ticks may be used to acknowledge work
- Grammar, punctuation and spelling errors will be highlighted in written work. This will be appropriate to the stage the child is working at. (i.e. grammar and punctuation feedback will focus on Key Learning that has been taught, spelling feedback will focus on words/graphemes that have already been covered or that are key vocabulary for the subject)
- Spelling errors will be identified with a squiggly line. Pupils are expected to respond to these errors by practising them using a method they have been taught as part of their spelling work.

Feedback Expectations for Specific Subjects

English	• Verbal feedback, including one-to-one and whole class will be used in many lessons (both during and after the lesson) • Written feedback can be used if this is deemed to be the best approach • Records will be kept of feedback given • Success Criteria checklists will be used at the end of independent pieces to evidence success. Areas to improve will be evident as they will not be ticked. • Grammar and punctuation errors will be identified (as above)
Maths	• Verbal feedback, which may include modelling or annotations in pupil books by the teacher, will be used • During live feedback, correct answers are marked with a tick and incorrect answers are marked with a cross
Science History, Geography, RE	• Verbal feedback, including one-to-one and whole class will be used in many lessons (both during and after the lesson) • Written feedback can be used if this is deemed to be the best approach • Records will be kept of feedback given • Success criteria checklists will be used at the end of independent pieces to evidence success. Areas to improve will be evident as they will not be ticked. • Grammar and punctuation errors will be identified (as above)
Computing, Art, DT, Music, PE, PSHE	• Verbal feedback will be given on a one-to-one, group and whole class basis. • Children will be given planned opportunity to respond

Appendix 2 – Codes for written Feedback

Feedback Codes

ⓧuesday

A circle means something is missing or needs changing- e.g. a missing capital or punctuation mark

whent

A spelling error

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You need a new paragraph

Ⓢ

This work was supported