



Wildmoor Heath Feedback Policy

Date approved:
Date of Next Review:

September 2023
September 2024

Article 3

The best interests of the child must be a top priority in all things that affect children.



Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This Policy applies to Wildmoor Heath School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

Aims of the policy

At Wildmoor Heath School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy provides a summary of school expectations and common working practices when giving feedback to the children. It ensures consistency and makes explicit the best practice to which the school aspires.

In preparing this policy, school leaders have aimed to reduce onerous teacher workload created through marking by adopting a realistic and constructive approach. We seek to ensure that ALL pupils receive the most focused and immediate feedback to help improve their work and make rapid progress. Leaders have been guided by the findings of the report '*Summary and recommendations: teacher Well-being Research Report*' (published 22 July 2019) and have consulted closely with other senior primary leaders in the Greenshaw Learning Trust. Leaders and governors also note the need for a realistic and constructive approach towards protecting teacher well-being by helping to manage sensible workload. This policy will be implemented from September 2021 and that regular reviews be held with teachers to monitor their own responses and feedback to the policy.

Monitoring and Evaluation

Pupils' learning will be monitored and moderated regularly in the core areas by the senior leaders of the school. Termly meetings are held with all teachers in the form of Pupil Progress Meetings which include discussions around progress of groups of pupils such as PP and SEND, and prior attaining groups.

Quality assurance procedures will provide an accurate termly self-evaluation of teaching and learning through triangulated DDIs (Developmental Drop-Ins), data reviews and regular book scrutiny; along with pupil voice, learning walks, etc.

With this policy in place, teachers can:

- Quickly give instant feedback that can be responded to straight away;
- Quickly identify misconceptions and intervene early to maximise learning time;
- Closely monitor and track class progress in order to personalise future lessons to meet the needs of the pupils;
- Easily identify pupils who have grasped a concept quickly and need further challenge;
- Increase their time spent giving high quality feedback in small groups or 1:1 with pupils during Target Feedback Sessions or Pupil Conferencing;
- Have a clearer understanding of the needs of their class in order to fully support them.

Feedback in practice

The focus of this Feedback Policy is to ensure that pupils receive rapid, 'in the moment' feedback from their teachers, giving support or challenge straight away, allowing the children to respond and improve immediately. This Feedback Policy is in line with Wildmoor Heath's teaching and learning philosophy whereby pupils are also expected to take on some responsibility for their own learning and to strive to achieve their best in every piece of work.

Immediate feedback

- Includes teacher gathering feedback from teaching, book work, etc.
- Takes place in lessons with individuals, small groups or whole class
- Often given verbally to pupils for immediate action
- May involve use of an LSA to provide support or further challenge
- May re-direct the focus of teaching or the task
- May include highlighting/annotations according to the marking code.

Summary feedback

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson

Live and Light Marking

Teachers will complete all written marking in books using green pen and will highlight the learning objective/title with a blue highlighter if the child has achieved the objective of the lesson.

When appropriate, teachers record pupil progress using a feedback sheet (**appendix 1**) which could include the following areas:

- **Great examples to share** – good examples that can be read out and shown on visualisers
- **Common misconceptions/errors** – misconceptions based on what is being taught
- **People who need support/challenge** –
- **Areas they need to improve:**
 - Presentation Issues – handwriting, lines not drawn with ruler, one number in each box
 - Basic Skill Errors – spelling, letter and number formation
- **Next steps** – assess and adjust the teaching next lesson


Feedback sheets are essential when handing over the learning progress to another teacher or LSA.

English Feedback

When able, children colour code their own success criteria and when this evidence is found they underline it in the appropriate colour. Children should then recognise what is missing in their writing and should add this using a purple pen or write a next step for future pieces of writing.

Throughout the Wildmoor Writing Journey, teachers look through the children's books for misconceptions and errors in basic skills. Where appropriate, teachers complete a feedback sheet which is used in the following lesson to provide further support or greater challenge.

If written marking is completed it should follow the symbols below.


Symbol/ code	What does this mean?
 over the learning objective or title	Evidence that the child has achieved the objective.
//	New paragraph
^	Missing word in a sentence
SP	Spelling error (written correctly in the margin or underneath – no more than 3)
CL	Missing capital letter
FS	Missing full stop
P	Missing punctuation

Mathematics Feedback

Where ever possible, maths activities should be marked with the class teacher so that children have instant feedback. Children use a purple pen to mark with ticks for correct answers. For incorrect answers, children have a go at 'fixing' it or writing the correct answer in purple pen.

Teachers look at the books to determine how successful the learning has been in that lesson/block of lessons and where appropriate a feedback sheet is completed.


Teachers use a green pen when marking to correct basic errors or to show further examples when needed.

Symbol/ code	What does this mean?
 over the learning objective or title	Evidence that the child has achieved the objective.

Foundation Subjects

In all lessons, teachers will monitor the learning by checking the foundation subject books regularly. The spelling of key words and learning objectives/titles will be corrected.

At the beginning of the unit, children should complete a mind map of their existing knowledge. At the end of the unit, the children complete another mind map to show their new knowledge. Teachers highlight the learning objective/title with a blue highlighter if children have achieved the objectives/learning for that lesson or unit.

Symbol/ code	What does this mean?
 over the learning objective or title	Evidence that the child has achieved the objective.

Target Feedback Sessions

Targeted feedback sessions may be used to communicate the feedback from the previous lesson/s, using the feedback sheet to guide. This is primarily focused on sharing work to praise as well as giving all pupils to opportunity to up-level their work and ensure they've addressed the direct feedback they've been given. Any work they do to address misconceptions, improve or extend will be evidenced in purple pen. Within this session, teachers will have the flexibility to address pupils individually to share feedback, address smaller groups with similar next steps or whole class basic skills errors.



**Appendix 1:
Whole Class Feedback Sheet**



Date:	Subject:	Lesson Objective(s):
Great examples to share:		
Common Misconceptions/Errors:		
Pupils who need support or challenge:		
Areas they need to improve:		
Next Steps:		