



Feedback Policy

Signed by:

Mrs N Hall

Headteacher

Date: October 2025

Mr D Hall

Chair of Governors

Date: October 2027

Statement of intent

Mulbarton Primary School understands that a comprehensive and clear feedback policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers at our school will ensure that the purpose of feedback is to further our children's learning.

1 Key Principles

1. The sole focus on feedback should be to further children's learning
2. Feedback should be specific, accurate and clear
3. Feedback should encourage and support further effort
4. Written comments should only be used where they are accessible to children according to age and ability and where the teacher feels it is necessary eg: a well-being comment
5. Pupil's work should be reviewed at the earliest opportunity so that it might have the greatest impact on future learning
6. Feedback delivered closest to the point of action is most effective, and as such feedback in lessons is more effective than comments provided at a later date
7. Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and can take many forms eg: verbal, non-verbal, written
8. Feedback is part of the school's wider assessment processes, which aim to: provide an appropriate level of challenge to pupils in lessons and to identify the next sequence of learning for pupils, enabling them to make good progress

2 Types of feedback

1. **Immediate feedback – at the point of teaching**
2. **Summary feedback – at the end of a lesson/task**
3. **Review feedback – away from the point of teaching**

Type	What it looks like
Immediate	<ul style="list-style-type: none"> • In lessons with individuals, small groups or whole class • Often given verbally to individuals, groups or class for immediate action • May involve any classroom adult to provide extra support or challenge through scaffolding • May re-direct the focus of learning • May include highlighting, annotations or other written forms • Also involves the teacher gathering feedback: mini-whiteboards, books, observation, listening to discussions, through co-operative learning etc. • Questioning through use of 'lolly-sticks' / specific, targeted questioning • Exit tickets
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity (plenary/mini plenaries) • Provides an opportunity to evaluate the learning in the lesson • Often involves the whole class or groups • Often given verbally to individuals, groups or class • May involve peer/self-assessment against a success criteria
Review	<ul style="list-style-type: none"> • Takes place away from point of teaching • May involve 'distance marking' or marking a sample of answers. May include written comments/well-being rewards, use of the school's marking code and notes by the teacher on 'DM sheets' (Appendix I) • Provides teacher with an opportunity to assess understanding • Leads to adaptation of future lessons through planning, groupings, adaptation of tasks etc • May lead to corrections/further challenges being set for pupils' future attention. This might present as part of subsequent lessons.

3 Focussed learning and feedback

At Mulbarton Primary School we believe that feedback is most effective when learning is focused and pupils are given clear guidelines. In this way, children are aware of the subject content they need to learn and understand. At Mulbarton Primary School, teachers will ensure lessons remain focussed by:

- Clearly outlining the learning objective for each lesson
- Explaining the areas the pupils will need to understand
- Providing appropriate scaffolding
- Lessons will be informed by feedback from the previous lesson, which will, in turn, ensure the remaining lessons in the teaching sequence are effective.

4 Rewarding good work

Positive reinforcement is a valuable and effective way for pupils to understand how they are improving. Pointing out that a pupil is performing well, by use of explicit praise, encourages them to improve their performance over time.

Rewards will be given in a number of ways, such as:

- Explicit, verbal praise in a one-to-one setting
- House points

- Dojos
- Displaying excellent work in the classroom – WAGOLLS (What A Good One Looks Like) provided by the teacher and sharing exemplary work by the children through use of the visualisers.
- Recognition from the Headteacher or a member of SLT
- Wonderful learner certificates

5 Peer-to-peer feedback

By involving students in reviewing each other's work, teachers will help pupils to identify successful methods of learning. This will always be done at the teacher's discretion and only with pupils who are able to learn from the process. Pupils will be given clear success criteria to help them to focus their feedback on the relevant learning. Pupils will be encouraged to pick out positive aspects of the work along with an area to improve.

6 Self-evaluation

At Mulbarton Primary School we encourage pupils to be reflective and take responsibility for their own learning. Sometimes the children will evaluate their own work, under the guidance of the teacher.

7 Marking

At Mulbarton Primary School we recognise that the best feedback is often immediate and takes many forms. We recognise that marking forms only a small part of feedback. Where feedback does follow the form of marking, staff follow these guidelines:

- Teachers completing a Distance Marking (DM) sheet after the lesson (Appendix I)
- Ticking a sample of answers. Teachers will use their professional judgement to select a sample that reflects the spectrum of learning from the lesson. At Key Stage 1, all answers will be marked
- Oversight of pupils' own marking
- Using symbols from the school's marking code (Appendices II and III), for example to indicate where a correction needs to be done or where a pupil needs to work with an adult
- A short well-being comment or reward (see 'rewarding good work') if and when appropriate

Marking should be in a different colour to pupil's work. Pupils work in blue pen and make corrections/edit in green.

8 Improvement and reflection time

It is essential that pupils are given time to read and respond to feedback, including marking. Teachers will plan time in future lessons as required. During this time, some children might be working with an adult to address misconceptions. Other pupils might be undertaking independent correction work and some pupils may be provided with an 'extra challenge' to extend or broaden

their learning. This extra challenge might, for example, be displayed on the classroom whiteboard and be given to a group of children.

9. Assessment

Formative assessment – daily

Assessment for Learning (AfL) is used by teachers not just to confirm and verify what the children have learnt but also to help identify misconceptions, address children's learning needs in order to understand what the next steps in the learning process should be and adapt the remaining sequence of lessons.

This may be in the form of:

- Specific, targeted questioning
- Use of mini-whiteboards
- Exit tickets
- Sharing learning goals
- Conversations with pupils during the lesson
- Quizzes at the start and end of lessons
- Peer marking and editing

Summative assessment – at the end of a unit of work / termly assessments

Teachers use Summative Assessment in order to track children's progress over a period of time and analyse how well an individual, cohort or year group is performing. The data generated from the assessments is collected and analysed. The data generates useful 'gap analysis' information that can be used to inform future planning.

Examples of Summative assessment may include:

- End of unit assessment tasks for foundation subjects
- Termly formal assessments for Key Stage 2 in Maths and English
- Summer term formal assessments for Y1 and Y2
- End of unit assessments in Maths

9 Reviewing progress

It is important to continually evaluate whether the school's Feedback Policy is working. As part of this process, senior leaders and subject leaders will monitor the effectiveness of feedback. This might be done through learning walks eg: drop-ins, talking to pupils, work scrutiny and monitoring of assessment folders.

Appendices

- I DM sheet
- II Marking code for KS1
- III Marking code for KS2
- IV Teacher's quick guide to marking