

# **Windsor Community Primary School**

## **Feedback Policy**

Reviewed November 2025

## **Policy Principles**

**This Feedback Policy has been written after adopting recommendations made in the findings of the governments 'Workload Challenge' (Feb 2015) and Ofsted's 'Myth Busting' updates.**

### **Feedback should:**

- Be manageable for staff
- Relate to learning intentions and success criteria, which must be shared with children.
- Include and involve all adults, working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistent throughout the school, with set codes and strategies in place, positive comments and developmental points.
- Ultimately, be seen by children as a positive means to improve their learning.
- Be continuously attempting to develop the children's ability to self- evaluate.

### **Policy aims**

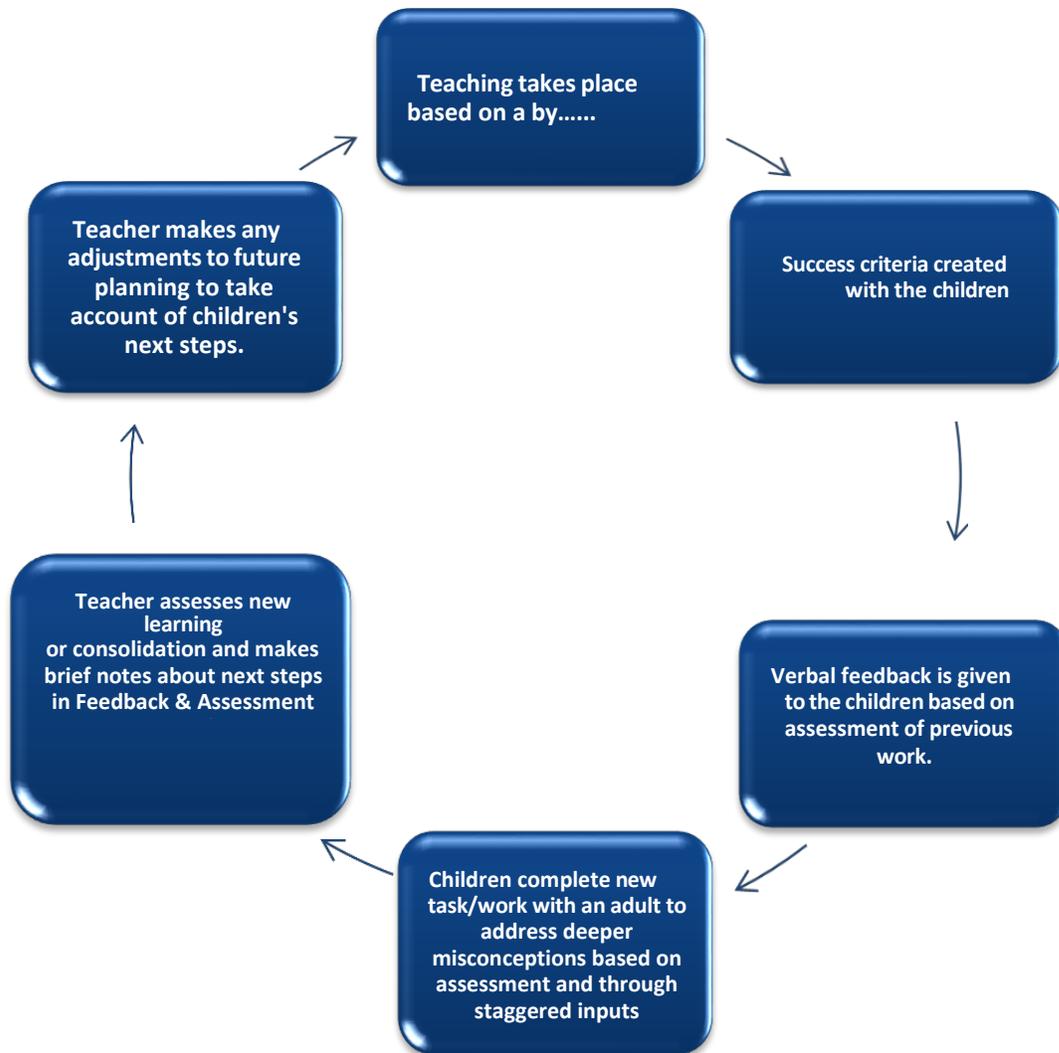
We recognise that feedback is crucial to the assessment process and when done effectively, it can enable children to become independent and confident to take the next learning step. To ensure that feedback is effective and empowers the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to evaluate their work before handing it in or discussing it with the teacher.
- Ensure that children are acting on feedback in future work.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree on the next steps with the children and that they are revisited throughout the lesson to see how much progress has been made.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to age-related expectations.
- Ensure that teachers use the information gained through formative assessment together with other information to adjust future teaching plans and staggered inputs.
- Celebrate exceptional effort and/or achievement.

## Key Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to make formative assessment based on the work children produce and move them on in their learning. At Windsor Community Primary School we have decided to use thorough evaluations in our teachers daily planning to form the basis of our main approach to feedback to children.

The process for assessing a child's learning and feeding back is as follows:



To show that a piece of work has been assessed the teacher will use one of three faces. These communicate to the child that:

- ☺ **They have achieved their learning objective.**
- ☹ **They are working towards their learning objective.**
- ☹ **The teacher needs to give them more help to understand.**

All feedback should be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.

During oral feedback it is important to focus on the learning intention to avoid confusion.

There will be times when summative assessment will take place. This is associated with closed tasks, such as class spelling tasks, and normally requires a symbol eg. a tick or cross. Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.

At Windsor we use a system of marking symbols which the children in each class understand (see Appendix i)

### **Detailed Written Feedback in English:**

Detailed written feedback is only given to the children after they have completed a **cold write**. When detailed written feedback is given teachers should:

- Read the entire piece of work.
- Highlight in pink a minimum of 1 and maximum of 3 examples of where the child has met the learning intention/Success Criteria/target. This should be done in the form of 'tickled pink' highlighter.
- Highlight in green at a minimum of 1 and maximum of 2 examples of where the child has not met the learning intention/Success Criteria/target. This should be done in the form of green for growth and indicate a clearly focused area to support/correct/improve or challenge/reinforce/apply knowledge (the last three can be used when all work is correct and error free).
- Children to respond to the 'green for growth' orally or written where appropriate.
- Children should show that they are responding to feedback by making necessary adjustments to their learning in the following piece of work.
- Teachers should ensure that feedback is being acted upon in subsequent pieces of work.

### **Feedback for all other pieces of English work.**

- Teachers will check and mark the accuracy of children's work (using ticks for correct answers and symbols to indicate errors) based on the by..... and success criteria.
- Teachers will use the face symbols to let the pupil know whether they have been successful or not in their learning.

### **Marking secretarial features:**

- In order to support executive function and overload spelling, punctuation, grammar and handwriting may not be assessed in every piece of work, instead one area may be focused upon to make the most impact.
- Certain key words and vocabulary will be highlighted using the marking symbols if they are spelt incorrectly.
- When work is complete, children may be asked to check for things that they know are wrong in their work when they read it through. However, they will not be told to correct all spellings as they are likely to write further misspellings or waste time looking up words. Such features will only be emphasized in full assessment pieces or in redrafts for display.
- Children will be given feedback which is related to the success criteria and therefore some aspects of writing will be unmarked in certain pieces.

### **Feedback in Mathematics:**

- Teachers will check and mark the accuracy of children's work (using ticks for correct answers and . for errors) based on the by..... and success criteria.

- Teachers will use the face symbols to let the pupil know whether they have been successful or not in their learning.

### **Feedback in Art/DT/Music/PE/RE/Computing**

- All feedback will be verbal and evidenced in the teachers planner

### **Feedback in Science/Geography/History**

- Incorrect spelling of subject specific vocabulary to be marked using feedback symbols
- Teachers will check and mark the accuracy of children's work (using ticks for correct answers and . for errors) based on the by..... and success criteria.
- Teachers will use the face symbols to let the pupil know whether they have been successful or not in their learning.

### **Feedback for presentation**

- At the end of the piece of work children will be given a mark for their presentation 1= poor 5 = excellent. When using this teachers MUST mark according to age related expectations. The only exception to this is if a child is on the SEND register for fine motor needs. If this is the case the child should be graded re their ability.

### **Self and Peer Assessment:**

- **Self Assessment:** Children will be encouraged to self-evaluate wherever possible using 😊 😐 😞. Children in upper Key Stage 2 can develop the ability to identify their own tickled pinks and green for growths – this will not be done on every piece of work and will be modelled by teachers. This is a good process to use in the plenary, enabling the focus to be on analysing the learning taking place.
- **Co-operative feedback:** Sometimes children can work with writing partners to mark in pairs. Before considering this it is important that:
  1. Paired assessment should not be introduced until KS2, unless teachers feel that younger children are ready.
  2. Children are trained to do this, through modelling with the whole class and watching the paired assessment in action.
  3. Children always praise then polish approach should be used, to avoid over-criticism.
  4. Pairings should be organized sensitively to ensure trust. This is best decided upon by the teacher.
  5. Dialogue between children is encouraged rather than them taking turns to be the teacher. They should discuss each other's work together.

### **Teacher Evaluations**

- Clear and thorough in the teachers planner and on the opposite page to the planning
- Must identify individual/groups next steps
- Must identify misconceptions for whole class and or individuals
- Must be used in order to adapt the following lesson.
- Children must be told verbally what they need to work on/develop during the next lesson

### **Organisation and Practice**

At Windsor we have agreed to:

- Ensure that children generate a toolkit for writing, which is then displayed on the working wall related to the learning intention, so that they are clear about expectations.
- Continuously model good practice in feedback and assessment, through thorough evaluations which inform next day's planning

- Provide effective feedback to children about their work, recognising this will take many forms, depending on the nature of the task and the time available.
- Feedback and assessment should be accessible to children and manageable for teachers.
- Follow a system of codes which can be used as part of the feedback process.
- Ensure that children act on feedback after assessment through demonstrating their next steps in subsequent pieces of work.

When feeding back staff at Windsor will:

- Teachers will use green ink, LSA's will use purple ink, student teachers black and supply teacher orange.
- Children will self assess and edit their work in pink pen
- Tickled pink and green for growth will be used for cold task in English to highlight success and improvements when giving written feedback.
- Ensure that oral feedback is an integral part of daily teaching and adaptive practice
- Ensure our approach is consistent
- Ensure all written work is at least acknowledge marked

**Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise,
- Smiley faces,
- Share written annotations with the child and parents via Tapestry
- Annotation of work and photographs by staff using Tapestry
- Children beginning to annotate their own work and pictures,
- Oral dialogue with children about their play, work or special books,
- Reinforce praise given by parents for showing good learning behaviours out of school.

Signed: ..... Date: .....

Review Date: September 2027

Appendix i

**Feedback Symbols**

	You have understood the by....today and you have completed the task with little support
	You have understood some of the by....today, but need a little bit more support to complete the task independently
	You have struggled with the work today, you need more adult input to support you with your learning
	Correct answer
	Incorrect answer
	Missing word
	New paragraph
	Spelling mistake - Check!
	Grammar mistake – check!
	Punctuation mistake - check