





FEEDBACK POLICY

Date Reviewed	6 th March 2024
Signed Headteacher	
Signed Chair of Curriculum & Standards	
Date Revised	Spring Term 2026

RATIONALE

It has been recognised that we need to give feedback in a consistent and productive way to improve the standards of pupils' learning. Research shows that effective accessible feedback is a key factor in children reaching their full potential. This should be done in as time efficient a way as possible so as to achieve our aims without involving staff in unnecessary work.

It is important to provide constructive feedback to children, focusing on success and improving needs against learning intentions. This needs to be done in a child friendly language with the use of symbols they understand. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

PURPOSE OF FEEDBACK

- To assess what a pupil has learned.
- To give feedback to the pupil and to set new learning goals for each pupil's learning.
- To influence planning and inform subsequent learning by matching it to the pupils' abilities and attainment.
- To raise pupils' self-esteem and improve motivation and attitude by showing what they have done well.
- To enable pupils to become self-evaluative and to set some of their own goals.

PURPOSE OF A FEEDBACK POLICY

- To ensure a consistency of approach throughout the school.
- To ensure that the needs of the individual pupils are taken into account.
- To ensure that pupils have a clear understanding of the learning goals/targets they are aiming towards.
- To work together with the pupils to achieve these goals.
- To ensure that staff can use feedback to keep track of pupils' progress.
- To ensure that staff use marking to inform future planning.
- To indicate each pupil's goals to his/her parents or interested adult.

Oral Feedback

Rednal Hill Infant school recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be marked and initialed.

Early Years

- Opportunities to share skills within the environment through continuous provision and given chance to apply skills taught purposefully.
- During activity times informing pupils in the class/group of what the skill is in child friendly language.
- High quality interactions and questioning by skilled practitioners, to encourage retrieval of key knowledge and application of skills.

- Individual learning next steps are discussed with pupils.
- Daily feedback is given using positive comments, smiley faces, stickers or the golden book. Good examples of learning are shared with other staff and peers.
- Marking is more limited as main focus is on practical activities.
- Marking stamps/symbols will be used in writing books.
- The symbols will be displayed in the classroom and discussed with the children.
- Written comments are initialled and dated.
- Ask what have you learned today? What can you do now?
- Shared with parents through online Tapestry journal. And shared within class for next steps.
- Comments books used to also give feedback to parents and identify next steps.

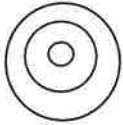
Year 1 and Year 2

- Learning Objectives are printed onto stickers and colour coded and shared with pupils at the start of the lesson.
- Feedback should relate to the Learning Objective/Success criteria or children's individual next steps.
- High quality interactions and questioning by skilled practitioners, to encourage retrieval of key knowledge and application of skills.
- Pupils' recorded learning is marked using a set of marking symbols/stamps which are displayed and understood by pupils. (See marking code).
- Achievement of the Learning objective is assessed. Evidence of success will be highlighted in yellow by the teacher against the Learning Objective. During summative or assessment pieces, aspects which match the end of year statements will be also be highlighted to show the transference of skills.
- Dots are used to support children's identification of misconceptions or mistakes, where after discussions they can correct
- Written comments should be initialled and dated.
- Challenges are given to extend children's thinking.
- Children should be given time to read or have the feedback shared with them before they start the next session in a reflective time. This allows them to make any corrections or complete targets.
- Reoccurring misconceptions are addressed through targeted intervention in order to close the gap.

Marking

I— Work completed independently.

TA/T/S Work supported by Teacher/Teacher Assistant/Supply Teacher.



Target for next steps either to meet L.O or extend their thinking by giving a challenge.

See Appendix for Marking stampers.

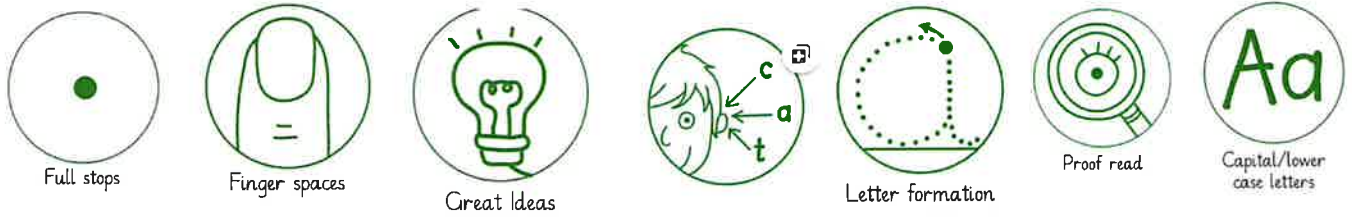
All comments should relate to the Learning Objective/success criteria or Child's personal targets.

Work is marked in blue pen.

Initial and date all pieces of marked work.

Feedback Symbols

EYFS

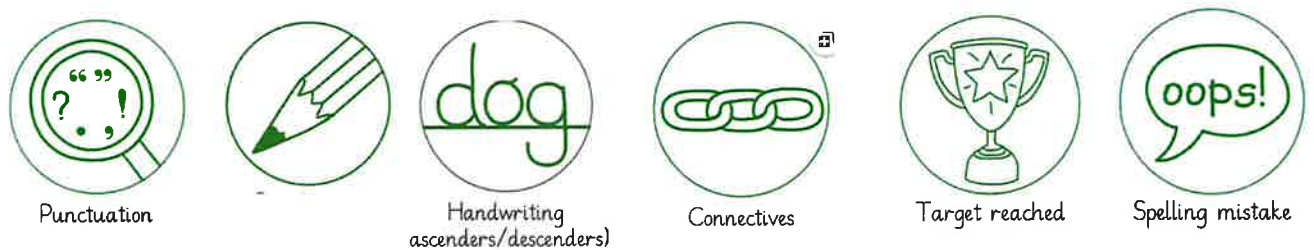


Feedback is given to children in the moment. They are made aware of what they have done well and a target for them to work on is discussed.

@ (target sign) is used alongside the corresponding stamp to aid a visual understanding.

KS1

The above symbols are built on to include:



Well done Woof

- When children have demonstrated the intended learning, aspects of their work will be highlighted with yellow highlighter (with the children where possible for timely feedback) and the LO highlighted if they have achieved it.
- Aspects against the TAF that are not the focus of the learning but have been demonstrated are double ticked to aid moderation.
- Spelling errors are identified and scaffolds are provided to support the child to correct and practise them.
- Where appropriate children are given written feedback to correct or extend their thinking. A comment is given to celebrate what is a strength of their work and a target given for the child to focus on- to either close a gap quickly or a longer term focus. This is represented by the @ and the stamp or sentence.
- Children are given time the following session to act on any written feedback given.
- Feedback can also be given to the whole class during the subsequent session to address group misconceptions



