



Longwick CE Community Primary School

Feedback Policy 2026



"The most powerful single moderator that enhances achievement is feedback."
John Hattie 1992

Introduction

Much research has taken place regarding the purpose and reliability of written and verbal feedback to support children's learning; Hattie, J. (2008) *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, Routledge. Wiliam, D. (1998) *Inside the black box: Raising standards through classroom assessment*, King's College London. Black, P. and Wiliam, D. (1998) 'Assessment and classroom learning', *Assessment in Education: Principles, Policy & Practice* 5(1), pp. 7-74. doi:10.1080/0969595980050102 Brookhart, S.M. (2008) *How to give effective feedback to your students*. Dylan Wiliam's ongoing research continues to impact the field of assessment.

Along with other theorists, this research offers different perspectives on feedback, whether it is verbal or written. They all stress the importance of making feedback clear, actionable, and timely.

This policy aims to explain the processes of feedback used by staff at Longwick CE Community School through which we provide consistent, frequent, meaningful, high-quality feedback about children's learning.

School Values Our school feedback process aligns with our values of responsibility, respect, kindness, and perseverance by encouraging children to take ownership of their learning, respect the feedback process, and engage with it constructively. Feedback is delivered thoughtfully and supportively, fostering a kind and positive learning environment where children are empowered to persevere through challenges and continuously improve.

Context

Feedback is a crucial part of formative assessment, which is the ongoing process of evaluating progress throughout the learning process. It provides children with insights into how well they are mastering content and helps identify areas for improvement before summative assessments take place.

- **Formative assessment** involves frequent, low-stakes evaluations (quizzes, drafts, classroom discussion, question and answer etc.) Feedback from these assessments helps guide children's learning, providing them with clear, actionable suggestions to improve their performance over time.
- **Summative assessment** involves evaluating a child's overall performance at the end of a learning period. It is typically used to assess the cumulative knowledge and skills acquired over a specified period, such as a term or academic year. Summative assessments are formal arrangements (tests) that provide a grade. They are an assessment of ability at one point in time by which time it is too late to make any improvements in learning.

Forms of Feedback

- **Verbal feedback** is a powerful tool in assessment for learning. It serves to provide clear guidance in helping children to understand their strengths and areas for improvement. **In the moment verbal feedback** aims to move learning on at a given point in time with the child present whenever possible.
- **Written feedback** allows teachers to track progress over time, identify patterns, and provide constructive suggestions for future learning. Additionally, written feedback can sometimes offer children the opportunity to revisit and reflect upon their work at their own pace.

Aims

At Longwick, we aim to:

- celebrate and recognise children's effort, achievement and successes.
- contribute to achievement, self-confidence, pride, responsibility and ownership of their learning.
- encourage and involve children in the reflection of their current learning and set targets for future learning.

As Teachers, we aim to have consistent and manageable practices throughout the school. This supports our ability in assessing and monitoring children's learning as well as the quality of our own teaching, to provide information for future planning.

Ofsted Recommendations [Feedback] (Ofsted School Inspection Handbook) Ofsted does not expect a specific frequency or amount of work in children's books as this depends on subject, age, and ability. While marking and feedback (both written and verbal) are important for assessment, Ofsted does not require any type, frequency, or volume of feedback. While inspectors will consider how feedback promotes learning, they do not expect a written record of oral feedback.

At Longwick, most of our feedback is provided **verbally**. We acknowledge that this method is more immediate and purposeful than written feedback and therefore the quantity of written feedback is minimal.

We believe that the quantity of any feedback should not be confused with the quality.

Benefits of Effective, Verbal Feedback

1. Immediate Interaction: allows for a real-time conversation between the teacher and child/small group/whole class, offering immediate clarification and the opportunity to ask follow-up questions.
2. Personalisation: can be more tailored to the individual, addressing specific strengths and areas for improvement in a more conversational, engaging way. This personalised approach can be more motivating and less likely to be misinterpreted.
3. Clarity and Tone: teachers can use tone, emphasis, and body language to make their points clearer and convey supportive or constructive messages more effectively.
4. Encouragement and Engagement: children may find verbal feedback more engaging and supportive, as it allows them to directly connect with their teacher. This can lead to a better learning experience and help build confidence.
5. Efficiency: can be more efficient, especially in 1:1 or smaller groups, allowing teachers to address several aspects of work in a short time.

Although it has many advantages, we recognise that verbal feedback may not always be practical or possible in every learning environment, which is why on occasion, some written feedback may be provided. In these instances, the children will be given time to respond and a tick acknowledgement will be apparent. All written marking will aim to be **meaningful, manageable and motivating** (2016, DfE, 'Eliminating Unnecessary Workload Around Marking').

At Longwick we make learning visible. We use feedback to help children understand the gap between current performance and the learning goal.

Effective, Verbal Feedback at Longwick should:

1. **Cause Thinking** –should be more work for the child than the teacher. Feedback is effective when it makes children think about their work. **At Longwick**, we avoid feedback that only tells children if they are right or wrong.
2. **Close the Feedback Loop**
Feedback alone is not enough; children must have the opportunity to act on it. **At Longwick**, we allow time for reflection and improvement within each lesson
3. **Focus on Actionable Feedback**

Feedback must tell the children **how to improve** not just what was wrong. At Longwick, we use scaffolded prompts, questions, or mini tasks rather than vague comments. We give actionable, verbal feedback that requires an immediate response.

4. Use Whole-Class Feedback Strategically

Feedback can identify common misunderstandings across the class. **At Longwick**, through regular assessment for learning opportunities, we identify and address shared learning gaps within a lesson. Teachers provide feedback to the whole class, to smaller groups or individuals, rather than marking every piece of work.

5. Feedback Should Be Specific and Clear

At Longwick, we avoid generic praise – 'Good work', 'Well done'. 'Good girl/boy', 'You have worked hard'. We give precise, constructive guidance i.e. 'Add commas in this paragraph; Re-order the words in this sentence; Use a more powerful synonym for this (verb, adjective); Show your maths working out systematically; Add more historical vocabulary in this paragraph; Give a reason for your decision etc.

We encourage children to reflect, correct, and respond. We prioritise feedback that directly influences learning. We give verbal in the moment feedback that is actionable and moves learning on

For children in Early Years, it is important that feedback is verbal and immediate. The dialogue and comments verbally or recorded, will relate to the learning and recognise children's achievements and/or an indication of the 'next steps' in their learning. Where teachers have identified specific 'next steps' or 'misconceptions', this will be added to their learning wall or a note made in their English books if it is relevant to this subject. In writing immediate feedback is visible using green pen from the adult to show corrections or support. Feedback will have been shared orally with the child and if further intervention or support in a specific area of learning is required, the adult will take note of this and act on it accordingly. If the adult is not the class teacher, the need for further support will be shared either orally or in written format to ensure interventions and further observations occur. These observations also feed into future lesson planning or may change the direction of learning in enhanced provision.

Special Educational Needs When giving feedback to children with Special Educational Needs, we consider the wide range of abilities of our children. According to need, additional support may be given and the curriculum may be adapted to meet individual needs, whilst ensuring access to a full and varied curriculum. Expectations for all children remain high.

Feedback in Action

Green (for great) and **Pink (for think)** highlighters are used to illustrate areas of success and areas for improvement. **Green biro** is used by adults if a comment or model is required. Improvements should be evident, therefore, rubbers are not encouraged other than in Art, DT or aspects of Geometry. Children self-mark in **pink biro**.

Teaching Assistants, PPA and Supply Teachers will write TA, PPA and ST in **Green biro** next to the date in each book.

English and Foundation subjects that require written work

Verbal feedback is provided according to success criteria, learning objective and/or individual targets on the quality of:

- **sentence level** = priority marking
- organisation and purpose
- word level/vocabulary
- spelling
- punctuation
- handwriting /number and letter formation

Challenge is provided to deepen and further deepen understanding when appropriate, indicated with '**C**' (see below).

All **English Writing** books will have 1 in depth mark each week using the codes below– whole class feedback will be given at the start of the following lesson.

In **Maths**, there is a strong **emphasis on self-marking pink biro** (KS2 mainly).

- Incorrect calculations are corrected at the bottom or side of a piece of work - the original calculation. should remain.
- At times, answers are provided for children to self-check or peer assess.
- Children are encouraged to self-correct calculations when errors are identified.
- When appropriate, modelling of number formation and presentation are provided.

Challenge - Where a child has no errors or achieves the LO early in the lesson, **a challenge** will be provided to deepen and further deepen understanding, indicated with '**Challenge**' in pencil (see below).

Teachers circulate amongst the children during independent learning in each lesson to provide feedback as much as possible. At times when it is not possible to feedback to every child or to look at all books, the following methods may be used:

1. Books are placed in 1 of 3 piles/trays provided at the end of a lesson:
 - * Individual/group feedback marked in moment in lesson

- * Not seen in the lesson– this group will be targeted first during the next lesson. Books may be looked at after the lesson and if so, acknowledged with a **green biro pen** ✓
- * 2 piles – understood / did not understand

- Greater depth marking in books that require writing– books will be marked after the lesson. Whole school feedback sheet will be completed and fed back to individuals/groups/whole class the following lesson.

Appendix A

Subject Group	Subject	Feedback Marking codes
1	Writing RE Science History Reading Phonics Geography French PSHE	Highlight in green 3 to 4 accurate worked examples from the Success Criteria. Highlight in green when LO has been met. Dot in green next to each SC that has been met. Dot in pink when an element of basic sentence construction is missing. The child will be required to re-write the sentence on the line below. Dot in pink, against a word or phrase that has requires improvement or a challenge. Where a CHALLENGE or FURTHER CHALLENGE has been requested,, children's responses are written in pink biro. Model examples are shown in green biro. This may include spellings and letter formation. In green biro, an example of spelling or handwriting to be copied/corrected (spellings in the margin). Note: spellings should be a combination of subject related vocabulary as well as misspelled high frequency words. Spellings do not form the main part of the marking. Children edit and mark in pink biro.
2	Maths	For correct answers, tick in green biro against the question number, 4 to 5 worked examples from the success criteria. Highlight in green when LO has been met. For incorrect answers, dot in pink next to the incorrect calculation, reason or model. Model accurate example in green biro. Children's responses are written in pink biro Capital Challenge is written in pencil where a CHALLENGE or FURTHER CHALLENGE has been requested. Children's responses are written in pink biro
3	Art and Design Design Technology Music PE Computing	All feedback is verbal - individual/group/whole class. Feedback for Art and Design Technology evaluations will be in accordance with Group 1 writing (See above)