



CROXBY PRIMARY SCHOOL

Feedback Policy

Effective Date: January 2026

Date of minuted / review approval by the Board of Governors: January 2026

Review Committee: Governing Body

Review Date: January 2027

Rationale

To provide learners with feedback to support their learning and growth. Feedback serves as a valuable tool for learners to understand their strengths, areas for improvement, and progress towards achieving learning goals. By receiving feedback from teachers, learners gain insights into their performance, identify areas where they can enhance their skills or knowledge, and make necessary adjustments in their learning strategies.

Feedback also helps to motivate learners by recognising their efforts and achievements. It provides them with a sense of accomplishment and encourages them to continue working towards further improvement. Additionally, timely and constructive feedback allows learners to reflect on their work, develop self-awareness, and take ownership of their learning process.

Furthermore, effective feedback promotes a positive teacher-learner relationship by fostering open communication and trust. It creates an environment where learners feel comfortable seeking guidance from teachers and engaging in meaningful discussions about their progress.

We aim to:

- Build learner's confidence and improve learning through clear, concise feedback.
- Use a consistent feedback system throughout the school.
- Reduce teacher workload.

Responsibilities

Teachers & Teaching Assistants will:

- Commit to giving verbal feedback during the lesson which relates to the lesson objective, the lesson success criteria, the standard of work, handwriting or the learner's work ethic.
- Monitor progress through regular diagnostic questioning.
- Monitor learners improvements following feedback.
- Ensure any written feedback models the required standard of presentation in a school defined coloured pen.
- Model self-assessment techniques and writing in their teacher modelling books under the visualiser.
- Flick back through the books at the end of the lesson and record a whole class way forward in their teacher modelling writing books.

- Not give written feedback to year 6 learners in their writing books during Spring or Summer terms.

Subject Leaders will:

- Monitor the consistency of the standard of work.

Headteacher and Senior Leadership Team will:

- Monitor the effectiveness of the policy on learners' progress.
- Monitor the effectiveness of feedback in lessons.

Facilitating Feedback

- All feedback bar moderation will be live.
- Teachers give frequent verbal feedback to the whole class, groups, and individuals.
- Feedback is used to challenge thinking, stimulate improvements in learner's work and motivate.
- Learners who receive feedback are to be given time to make improvements, as soon as possible. Improvements should be made in the same pen/pencil as the original work with no rubbing out permitted.
- Most closed tasks will be self-marked by the learner by a tick (correct) or a dot (incorrect).
- Teachers will model self-assessment and writing techniques in their model writing books under the visualiser.
- Teacher will 'flick back' through the learners' exercise books at the end of the lesson and record any whole class way forwards in their teacher modelling books.
- Teachers providing feedback to aid the learners when drafting their writing will:
 - o Identify incorrect spellings from the age specific word list for year groups 1-6.
 - o Draw attention to mis-spelt words
 - o Not provide any written feedback in independent writing to Year 6.

Self/Partner responses to work:

- Partner feedback will be given verbally only.
- Learners may be asked to improve their own work against the learning objective or success criteria.

Moderation:

Moderation will occur each term, with teachers required to evaluate up to six learners' writing portfolios according to a teacher assessment framework in preparation for the moderation process. The organisation will continue to investigate the use of technology to reduce the workload on the teacher.