

# Pirbright Village Primary School



## Feedback Policy

### Contents

1. Aims
2. Feedback Strategies
3. Principles of Feedback
4. Verbal Feedback
5. Written Feedback
6. Written Feedback – Non-Core Subjects
7. Written Feedback Expectations
8. Children as Feedback Givers
9. Additional Guidance on Feedback
10. For feedback on learning to be effective it is important that:

Appendix 1-Marking Symbols

Appendix 2 – Peer to Peer Feedback

Appendix 3 – Tickled Pink & Green for Growth.

Reviewed	Annually
Next Review Date	Autumn 2026

## 1. Aims

In responding to children's work either through verbal or written comments we aim to:

- to ensure that learning is always progressing and that pupils understand how to improve their learning.
- to value pupils' work and effort whilst learning.

The DfE's expert group emphasises that marking should be: Meaningful, manageable & motivating and our strategy at Pirbright is to ensure the highest quality verbal feedback to reduce the amount of written feedback required in books.

## 2. Feedback Strategies

Quality feedback takes place during the lesson, supports learning, informs teaching and communicates information to enable improvement. Time for reflection, evaluation, feedback, improvement and application is planned into sessions. Feedback focuses on clarifying and extending learning and identifying next steps in learning. We, as teachers, use two main strategies to achieve our aims as set out above: verbal feedback and written feedback.

Following the most up to date guidance from the EEF, we understand that effective feedback should be used to achieve the following:

- ✓ Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- ✓ Be specific, accurate and clear
- ✓ Encourage and support further effort
- ✓ Be given sparingly so that it is meaningful
- ✓ Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- ✓ Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

## 3. Principles of Feedback, both Verbal and Written

- Quality feedback on learning is a key characteristic of Assessment for Learning.
- It takes place, as far as possible, in the lesson, involves the children and informs learning.
- Feedback has a clear purpose and is related to the learning outcomes of the session alongside children's more personalised learning goals and more generic year group expectations.
- It communicates progress and provides clear guidance to pupils on further improvements.
- Feedback involves dialogue about learning, reflection on and clarification of learning
- It is important to have time to use and apply feedback.
- Effective feedback makes an impact on learners and enables them to make excellent progress.
- It raises attainment and achievement through a consistent approach of focused and constructive feedback.
- We aim to create manageable and effective systems.
- It should enable teachers to use feedback to adapt learning experiences during teaching and use feedback to set pupil goals and targets and plan new learning.
- Collaborative and self-assessment skills are promoted.
- It should be tailored to appropriate age range and ability.
- Feedback encourages children to take responsibility and be active learners.
- The dual foci of feedback should be to further children's learning & progress alongside praising & celebrating their achievements.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

#### **4. Verbal Feedback**

Immediate, verbal feedback is recognised to be one of the most effective strategies to improve learning and forms the bedrock of all teaching at Pirbright. It is used in all sessions and can be supplemented by other methods of feedback.

Verbal feedback is important in all lessons and forms the majority of the feedback in non-core subjects (such as art, history and DT) and in home-learning. In these cases, adults and children reflect on the learning that has taken place during the lesson, offering advice and next steps consistently throughout the learning sessions. Learning is celebrated throughout lessons and during home-learning sharing time where children can further develop their dialogue in discussing the purpose, outcomes and successes whilst being guided by adults.

At Pirbright, we see verbal feedback and the most consistent way to achieve learning objectives and support children in developing positive learning attitudes.

#### **5. Written Feedback**

Written feedback is used, alongside verbal feedback, when meaningful, manageable & motivating in core subjects (English, maths and science). Written feedback can be provided at the time the work is being completed, after a session is finished, by the class teacher, LSA or by peers as deemed appropriate for the task in hand.

To minimise our intervention in the child's work but in order for the children to quickly see where the teacher has made a comment or drawn a symbol, we use blue pen. Teachers also use the additional colours of green (for growth) and pink (tickled pink) pens to identify areas of success and areas which may need some further attention as a way to further efficiency and encourage children to be active learners in the process by developing their reflective skills. The use of the coloured pens allows teachers to reduce the written comments they need to make in children's books. Making children aware of the meaning of the pink and green pens allows them to act quickly and efficiently in editing their own work and put the onus on them to identify what changes may need to be made ensuring active participation in the feedback process. This is particularly effective with younger children who struggle to read teachers' feedback comments which therefore lose impact. Books should show intervention using the coloured pens and subsequent work should demonstrate editing based on the support from the teacher and progress over time.

Written feedback should identify the successes in a piece of work (which can be identified with the pink pens) and where appropriate identify some next steps for the children to work on (green pens). This might also be in the form of a question to answer, a task to complete or some editing to be undertaking in the following lesson. Whenever books are returned to children, time must be set aside for the child to read any comments made and where possible, put the suggestion into practice. This may need to be a further activity but it is essential that the teacher allows the children the chance for a follow-up. Written feedback at the end of a piece of learning has been shown to have minimal impact on the learner, so it should not be a focus of feedback and only be used when the teacher has carefully planned to use it for impact ie it sets a follow-up for the next lesson individual to that child. If whole class feedback can be given verbally the next day to move on learning then this is preferable to written marking in every book saying a similar thing.

Children are encouraged to make edits of their work, reflecting on a range of feedback strategies (ie teacher, LSA, peer, written, verbal) using purple polishing pens. This allows teachers to see both the original version of the work and the impact of the

feedback or time given to redraft. Children are given all the skills required to efficiently respond to the pink & green pens and to use the purple polishing pens.

A whole staff agreed set of symbols are used to convey clear and consistent messages to the children. These are displayed in a prominent position within each classroom and children are very quick to learn what each symbol represents (see Appendix 1). They are used when appropriate to the learning and when the teacher sees fit – not every piece of independent work will have an I in a circle next to it; just the ones in which the teacher needs this information for their own reference.

## **6. Written Feedback – Non-Core Subjects**

At the end of a topic or unit of discrete learning, children will be given the opportunity to reflect on their learning journey over the time and how they have progressed; this will be captured in a comment (written by them) on their work, giving them the chance to reflect on their success and identify how they can improve. Where teachers are teaching cross-curricular, such as a history unit through English, teachers are still expected to follow the marking and feedback policy specific to English. For example, an extended piece of writing linked to geography might still require some written feedback at the end, as in an English lesson, if this is deemed appropriate by the teacher in order to move the learning forward.

## **7. Written Feedback Expectations**

All staff should set high expectations of all children and therefore we do not tolerate written work that is below the standard that the learner can produce. Errors in relation to spelling, punctuation, grammar and sentence structure should be picked up by the member of staff (at a level appropriate to the children and very much dependent on year group expectations) and the children should correct their work accordingly. In English, three incorrect spellings should be chosen in each lesson and written below the child's work in bubbles (spelt correctly). This indicates that the child must write out this spelling three times. In other subjects, technical vocabulary that children should be using correctly should be bubbled in the same way to ensure children are aware of their errors. This does not apply to our youngest children who are emergent writers and spellers and to our children on the SEND register, who may only have a limited number of inaccuracies pointed out to them to ensure that their enthusiasm for writing is not squashed.

Whilst we expect high quality work from children in books, this is the same from the adults marking them. Care should be taken over all elements of writing to ensure we are setting the highest of standards and constantly role-modelling. If the year group expectation is for children to join their handwriting, the adults should model this and vice versa if the expectation is for printed text.

## **8. Children as Feedback Givers**

Children should be able to give verbal feedback when asked about their learning to ensure they fully understand what is happening in their lesson. There are some key questions listed below which they should be able to answer in a capacity appropriate to their age and stage of education.

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

## **9. Additional Guidance on Feedback**

- It is important to create an environment in which children are not afraid to make mistakes.
- The language of feedback emphasises that challenge means new learning is taking place.
- Children are encouraged to talk about their own and others' learning and develop the skills to articulate their evaluation.
- Mistakes are seen as opportunities for improvement and a focus for teaching and support.
- Feedback in the session clarifies, consolidates and accelerates learning.
- Feedback with a group or whole class on one or two pieces of work provides a powerful model for feedback using a process of discussion, analysis and modelling.
- Effective feedback is provided by using success criteria and making judgments about quality based on the evaluation of exemplar work.
- Feedback is provided through collaborative, self or teacher evaluation.
- Feedback is supported through the use of visualisers, IPad, photographs, videos etc.
- Children are given classroom time to respond to feedback; to improve and apply learning.
- Children collaborate with a learning partner to suggest and make improvements together.
- Teacher modelling and whole class reflection and evaluation is used to train children to identify their own and others successes and improvement needs.
- It is important that time is planned to enable children to reflect on feedback and apply learning.
- Children are taught to notice and reflect on how they learn.
- The showcasing of children's learning outcomes values their work and provides further opportunities for adults and children to assess and feedback.
- Written feedback is used less frequently and if used it must make an impact on learning/ the learner if it takes valuable teacher time.

## **10. For feedback on learning to be effective it is important that:**

- The learning environment is a safe space.
- Learning objectives for each lesson are specific.
- Learning objectives across a unit of work are coherent.
- Success criteria are used to focus feedback.
- The teacher models feedback, reflection and collaborative evaluation and improvement.
- Children develop the language of feedback.
- Time in sessions is given to assessing learning and identifying ways to improve and develop.

APPENDIX ONE-MARKING SYMBOLS

Pirbright Village  
Primary School  
Written Feedback Symbols

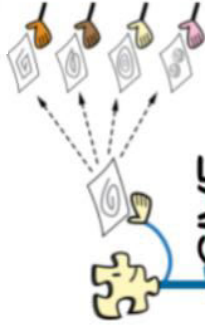


	What do the symbols mean?
✓ ✓	Learning objective achieved!
✓	Learning objective partly achieved
•	Learning objective not achieved
→ *	Look here for a mistake or misconception – something to work on...
*	Support or advice in a next step
☁	Spellings to copy out three times
ⓐ	I worked in a group
Ⓢ	I was supported by an adult
Ⓢ	I worked independently



PEER:PEER FEEDBACK...

# TAG Feedback



## GIVE:

A positive suggestion

- One suggestion would be...
- I am confused by...
- I think you should add...
- You might want to change/delete... is...
- One minor mistake is...

## ASK:

A thoughtful question

- Did you consider...?
- What do you mean when you said...?
- How do/will...?
- How can you...?
- Why is...?

## TELL:

Something you liked

- I like how you...
- I think your example is...
- The strongest point is...
- I connect with...
- I enjoy your writing because...

APPENDIX THREE – Tickled Pink & Green for Growth



**GREEN  
FOR  
GROWTH**



This is something that you can improve on.

Mrs Sims © 2013

**TICKLED  
PINK**



I am really pleased with this work!

You have met or exceeded the objective here.

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