



Stebbing Primary School Feedback Policy

Created/updated:	March 2024
Due for review	March 2026

Introduction

At Stebbing Primary School, we believe that the most effective form of feedback happens in the moment, where the child is present. For this reason, most of the feedback will happen in lessons, with the children. Some feedback will take place as part of interventions such as re-teach groups. At Stebbing, we believe in a strong work-life balance, and as such, this policy should empower teachers to choose the most appropriate feedback for the task at hand.

At Stebbing Primary School, we believe feedback should be **meaningful, manageable and motivational**.

Meaningful: feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of feedback in relation to the overall workload of teachers.

Motivational: feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Principles of feedback

- To further children's learning by identifying their strengths and areas for development.
- To inform future planning of lessons.
- To monitor learning and progress.
- To empower children to develop peer and personal assessment skills so they can think deeply about their work.
- To empower children to take ownership of improving their work.
- To be manageable and purposeful for both the child and the teacher.

Effective Feedback takes place as close to the point of teaching and learning as possible. It is vital that teachers evaluate the work that the children undertake and use information obtained from this to allow them to adjust their teaching.

At Stebbing Primary School, feedback occurs at one of three common stages in the learning process:

1. **Immediate feedback** - at the point of teaching (live feedback).
2. **Summary feedback** - after a lesson/task
3. **Re-Teach feedback** - further teaching enabling children to identify and improve for themselves areas of development identified for development upon review of the children's work.

This process replaces the need for teachers to write individual comments in children's books.

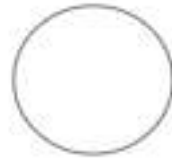
Feedback Prompts Menu



capital letters



full stops



missing punctuation



finger space



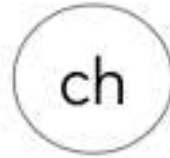
Write on the line



new sentence



new paragraph



check



spelling



Incorrect spelling



re-read



incorrect



correct



Does it make
sense?



sound out

Feedback Codes



unaided



with support



some support



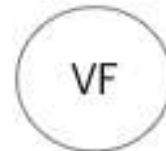
group work



paired work



re-teach



verbal feedback