



Learning Together, Learning for Life

### Feedback Policy

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Headteacher:  Date: 16/03/2026

Chair of Governors:  Date: 16/3/26

*'The main role of feedback is to improve the learner, not the work.'*

*'The important point is that feedback is focused, is more work for the recipient than the donor and causes thinking rather than an emotional reaction.'*

*Dylan William (2018)*

At Reed First School, effective feedback given will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs using clear learning intentions and progressive skills in manageable units of learning. This will enable pupils to become reflective learners who aspire to improve their learning and have the tools to do so.

### **At Reed First School we believe there are three fundamental principles for effective feedback:**

1. Ensuring teaching is high-quality, laying the foundations for effective feedback;
2. Providing appropriately timed feedback with a clear focus on moving learning forward; and
3. Considering how pupils will receive and act upon the feedback given.
4. Ensure feedback makes clear what has been successful and why.

### **Through our feedback we aim to:**

- Advance pupil progress and outcomes and make our high expectations clear to all children.
- Ensure our children recognise that feedback is to meet the goals, not to be critical.
- Involve all children in the learning process and have time to respond to feedback.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Support the children to manage their own learning or self-regulation.
- Ensure marking does not impact on teacher work load in order for staff to spend longer with each child talking and planning as a result of what they know from the children.

### **Early Years:**

In Jackson Class we give in-the-moment verbal feedback naturally woven into play, exploration, and adult-led learning. Our staff provide immediate, specific verbal feedback that recognises effort, reinforces our high expectations, and guides children towards their next steps. For example, adults model language, extend vocabulary, and pose thoughtful questions to deepen understanding.

We believe in encouraging independence and supporting children to scaffold their own learning. For example, during a writing activity, an adult may notice that a child is struggling to form a letter because they have not yet understood the correct starting position or direction. In this situation, the adult would model the correct letter formation, using the appropriate formation phrase, and then encourage the child to "have a go." This approach helps to embed the new learning and equips the child with the knowledge and confidence to form the letter correctly in the future.

Feedback is tailored to each child's stage of development, ensuring that praise is meaningful and linked to progress such as acknowledging resilience, cooperation, or problem-solving rather than simply the end result.

In Jackson Class, we encourage children to respond to feedback by reflecting, refining their approach, and developing independence, and over time this consistent approach promotes confidence, motivation, and a strong sense of achievement, accelerating progress across the prime and specific areas of learning.

### Key Stage One and Two:

In Key Stages One and Two, all learning intentions must be shared with all groups of learners which subsequent feedback will aim towards. These will be shared verbally and displayed in the classroom using WALT (We Are Learning To) and WILF (What I'm Looking For).

High Quality teaching will ensure pupils understand the purpose of the lesson and their intended learning. The children will understand and recognise what a successful outcome is. They will know what they are aiming for in both the short and long term, for example, what they are learning now in order to achieve an end goal.

Learning objectives will be shared with the children and are specific and measurable:  
For example:

KS1: WALT: *We are learning to Design and make a free-standing structure*

WILF: *Stability – a wide base and buttress, strength – use of a frame and triangles*

KS2:

WALT: *Create actions in response to a theme. Move in unison with a partner.*

WILF: *Use counts of 8 to stay in time with each other and the music.*

### Feedback:

As research from the EEF shows: Effective feedback should focus on moving learning forward, targeting the task, subject, and self-regulation strategies.

	Feedback more likely to move learning forward		
	Task	Subject	Self-regulation strategies
	 <p><i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i></p>	 <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	 <p><i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i></p>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and coils?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Icani tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'

High quality teaching at First Reed School at all Key Stages to enable effective feedback may include:

1. Beginning a lesson with a short review of previous learning

What this may look like:

Sharing learning from children from previous lesson. Discussing strengths and areas for improvement.

KWL grids are helpful to assess what children understand prior to the topic, during and at the end.

Showing a question on the board - think, pair share ideas.

Discussions with talk/learning partners.

Share what we learnt previously, recapping key vocabulary. An activity to repeat previous steps together as class with modelling.

Recapping key learning in a mini quiz.

Example work or models on the tables or up on whiteboard for children to discuss.

2. Presenting new material in small steps with pupil practice after each step

What this may look like:

Allowing lots of discussion, pair and group work before independent / individual tasks.

**Give children the opportunity to practise new skills.**

All children trying, repeating back each step with key vocabulary, sentence stems. Partner, individual have a go practise skills through games, individual tasks to apply then come back together again to share.

Modelling, then giving structured examples.

Children given resources to support their learning which are modelled.

Model to children what you would like for them to achieve so that they can be successful.

3. Asking a large number of questions and check responses of all pupils

What this may look

like:

**Think, pair, share**

**Quizzes**

Questions linked to intended learning check the child is on their way to secure understanding in that lesson.

Hands up to respond, directed questions, write a show, tell a partner.

Relevant questions, to check understanding. Differentiating the questions aimed at the children you need to check their knowledge and ones to dig deeper.

Concept cartoons - who do you agree with?

Introducing a new topic in exciting ways to appeal to the children's curiosity, e.g. prop/story from a bag/box.

Writing their comments on speech bubble to be displayed or recorded for assessment to values all voices.

#### 4. Providing models

What this may look like:

Different ways to find the answers with different resources and equipment.

Provide model with mistakes or areas for children to improve.

Model learning in own teachers book to show children how to layout their learning.

Model using key vocabulary related to the topic in speech and when writing on the board.

Scaffolded resources modelled e.g. a writing frame to support children.

Displays with pictures, images

Adult demonstrating / children talking about how they worked the answer out.

Partially completed models for children to complete.

Work through thinking out loud with children adding their ideas, calling out ideas.

Model discussions you expect to see when children talk to their learning partner.

Model using resources familiar and unfamiliar as part of the step.

#### 5. Guiding pupil practice

What this may look like:

Children could practise what needs to be completed e.g. a maths method on a whiteboard. Teacher then checks the child's understanding.

Teacher provides short, quick feedback as working, rather than at end of task to ensure mistakes, misconceptions, not throughout tasks.

Encourage children to be independent and use resources available to them.

Prove to me why that is the answer.

Language adapted to understand where learning is at: "Show me how you know... show me why you think that..."

"Read back that sentence. Can you spot your spelling mistake? Can you find a better word for..."

Encourage child to explain how and why they know the answer is correct.

#### 6. Checking pupil understanding

What this may look like:

Refer back to the LO/key question at the end of the lesson/series of lessons to reflect and check.

When you notice something that will be beneficial to all, stop the class and chat, use child's work to discuss.

Read work through with partner to check that it flows, makes sense etc

Ask targeted questions.

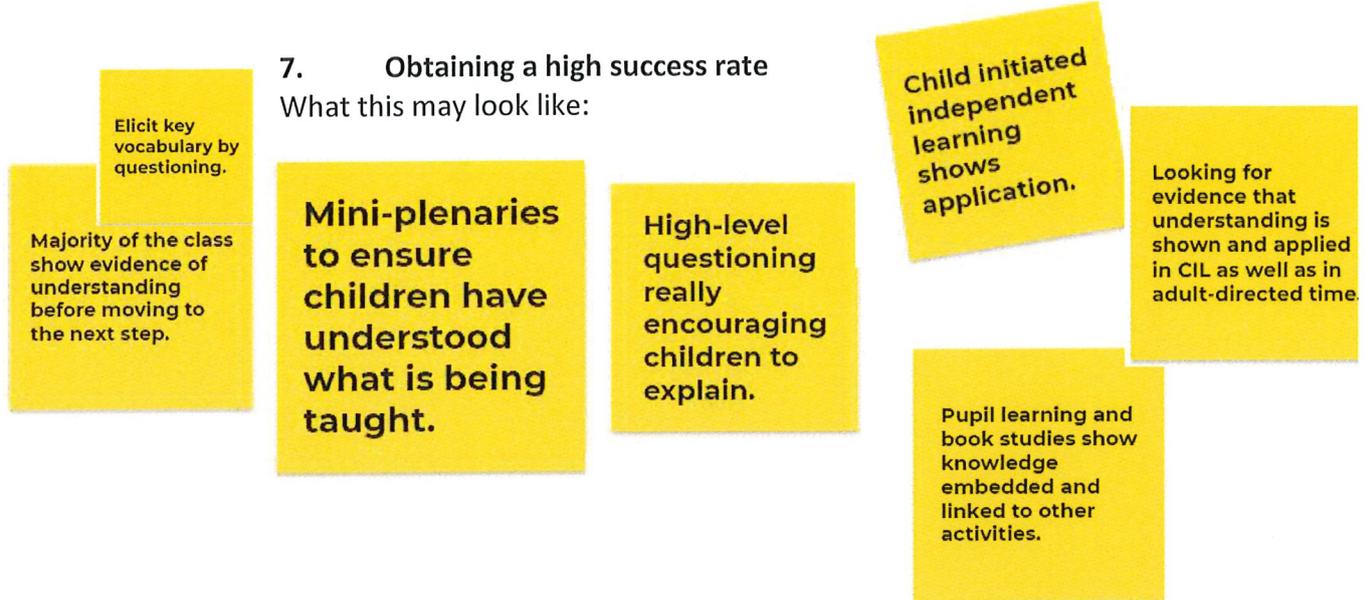
Children to 'be the teacher' - come up to the whiteboard e.g. show a model. Other children to check the child is following the correct steps.

Put example on board - is this correct?

Look for links from previous learning in new learning.

## 7. Obtaining a high success rate

What this may look like:



## 8. Providing scaffolds for difficult task

What this may look like:



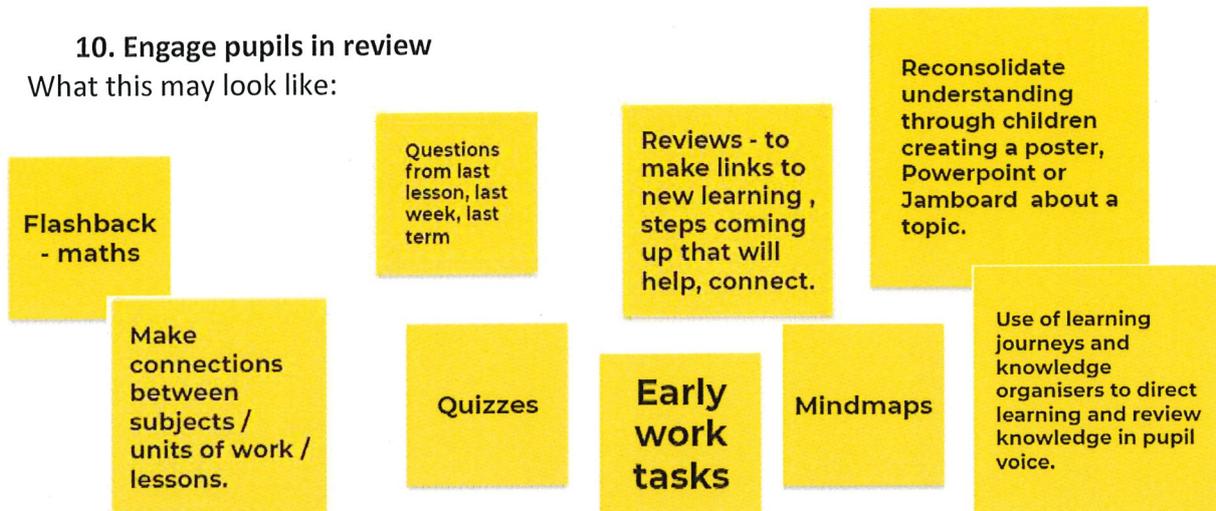
## 9. Requiring and monitoring independent practice

What this may look like:



## 10. Engage pupils in review

What this may look like:



Teachers should use their professional judgement to decide what form feedback will take on a lesson by lesson, task by task basis and according to pupil age and stage. All feedback given either verbally or in writing must focus on moving the learning forward. This should be evident in the response seen subsequently in the learner. Feedback should be positive and a next step must be carefully selected to ensure progress to further succeed.

Comments whether verbal or written should relate to one of the following three areas:

### 1. The task

For example: In a reading comprehension sequencing task, two of the events to sequence are the wrong way around, the pupil is asked to look again and find the two that need swapping.

### 2. The subject

For example: explaining that a pupil may want to look at the colour wheel to find the colour they need to make purple to use in a painting. The feedback relates to the subject, not just that particular task.

### 3. Self-regulation

For example: asking a pupil to reflect on a sprint race which was less successful than a previous performance before giving them feedback yourself.

### Growth Mind-set Language

Feedback both verbal and written will be positive and encourage the pupils to challenge themselves further. For example:

'I like the way you...'

'I am enjoying this because...'

'What I really liked about your work was...'

'This is showing me you understand...'

'You have shown learning through...'

- 'What are you most proud of?'
- 'How are you more successful than before?'
- 'What can you do differently next time?'
- 'I think it would be even better if...'
- 'Have you thought about....'

These sentence stems are used in all forms of feedback including peer feedback.

### Peer Feedback

*Peer assessment enables pupils to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables pupils to achieve beyond what they can learn unaided.* (Peer Assessment and Self-Assessment national strategies)

At Reed First School, we believe that children should play a significant role in the feedback given to themselves and to their peers. The way feedback is given, should come from the quality first teaching they observe as a model.

While the children will be asked to reflect on their own learning in every lesson and after units of work, the partnerships between pupils are also used to identify successes and next steps. Learning partners are seen as a resource. They aim to offer productive feedback using the WALT and WILF shared by the teacher. Peer partnerships also give time to find and fix for non-negotiables including punctuation, grammar and presentation. The children will learn to debate and discuss their responses to each other's learning and listen to the advice they are given.

The skill of feeding back to a peer and asking a peer for their support or advice starts in Early Years where the children are actively encouraged to learn together to solve problems. Teachers will choose the way to pair partners depending on the subject and purpose of the use of the partnership.

Learning partners will follow the teacher model of **TAG**:

- T - Tell them something you like about the work
- A - Ask a question about the work
- G - Give a suggestion for improvement to the work

T	A	G
'I like the way you...' 'I am enjoying this because...' 'What I really liked about your work was...' 'This is showing me you understand...' 'You have shown learning through...'	'What are you most proud of?' 'How are you more successful than before?' 'What can you do differently next time?'	'I think it would be even better if...' 'Have you thought about....'

The children all know that at all times, there is someone to learn with when needed or directed.

## Key Stage One and Two –

### Margin marking, positive formative comments and next steps marking in books

Where feedback is written, comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take place on a regular basis but where possible through live marking in lessons. There must also be a comment related to success and 'tickled pink'. This needs to be specific to the task, WALT and WILF and explain what was successful with clear examples. Most correction marking will be in the margin aligned to the appropriate section of work and will follow the marking code.

**VF** – verbal feedback

 Green dot in the margin – There is something to find and fix on this line.

In Year One and when needed in subsequent years, the green dot will be given a second code from the following list for further guidance.

**sp** – spelling error

**Aa** – check capital letters

**p** – check punctuation

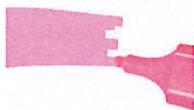
**S** – check for sense

Once in Year 3, the **S** will be replaced by a **g** for grammar.

The aim for all pupils in Year 2 to Year 4 is to be able to identify the reason for  themselves. Once pupils are editing their work automatically, the use of the green dot can then stop.

At Reed First School, we use colour coded marking to clearly show areas of success and ones for improvement linked to the learning objective, age related focuses and targets. These are:

**Tickled Pink**



**Green for Growth**



Areas of success and those to improve are highlighted accordingly in the margin and on the work.

### Marking outside the moment:

Where live marking is not possible or the child has been asked to work independently, the live marking codes will be used but after the piece is finished.. To summarise the piece, tickled pink and green for growth are used to comment, the green for growth should refer to next steps. Pupils should be given opportunities as soon as possible to respond to these.

### Adult support

Where a child has been supported or a section been supported, the code AS will be used. Where shared pen is used, the adult will annotate the piece to clearly show the ideas and contributions of the child.

When Learning Support Assistants work with a child, the same policy will be followed.

### Find and Fix

All pupils will be given regular opportunities to self-review their work or 'Find and Fix'. This will either be in response to Green for Growth and Tickled Pink and margin codes or before a piece is seen by the teacher in order to see self-editing or peer support. This process will also be seen in response to in the moment feedback where pupils respond to their own reflections, feedback from peers or the adult.

### Spelling

Marking of spelling will focus on 'non-negotiables' – year group specific common words and spelling patterns previously taught. The children are expected to use the resources available to them in the classroom to find and fix spelling errors. Spelling will be monitored across the curriculum.

### Presentation

Feedback will also focus on the presentation of the work. A high expectation of presentation will always be expected. Our agreed school handwriting style will be used and modelled at all times. Further guidance on presentation can be found in our [Handwriting and Presentation policy](#).

### Absent Pupils

If a child is absent for a piece of work, the word absent will be written in the book next to the WALT.

### Equal Opportunities

Every child is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate methods of feedback and the strategies used to help children understand and respond to it ensures this occurs. Specific learning difficulties will be recognised and supported but not dwelled upon in feedback. For example, a specific need around spelling will not take over the focus of content in a piece of writing.

*All teaching staff through continued professional development using resources from the Education Endowment Fund and studying research by Barak Rosenshine, have developed this policy and principles for effective feedback across the school.*