St Andrews CofE Junior School

Active Feedback Policy

Approved by: SLT		**Date:** 16.09.2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Active Feedback Policy

At St. Andrew's CE Junior School, we have decided to implement an approach centred on quality feedback given to children as opposed to traditional written feedback.

Research has shown that effective feedback should:

- Redirect or refocus either the teacher's or the leaner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong. We believe that written feedback is not the most efficient method in achieving these and does not stand to develop consistent progress.

We have considered our approach to reviewing and marking work completed in lessons. We believe that the key principles of our approach should be:

- The sole focus of feedback should be to further children's progression through the curriculum.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take ownership for improving their work; adults should not be doing the work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- New knowledge is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely understood material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

As educational researcher, Dylan Williams has often said "…too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student."

What does feedback look like in practice?

A teacher's time is best spent considering how a lesson can develop the needs of their children. Writing copious notes can be time-consuming and there is little guarantee that actions will be taken to facilitate progress, such as the use of Spellings Logs.

Teachers take time to look through a piece of work, making notes on common misconceptions that have occurred in relation to the learning focus and the task in question.

Good examples of work are also identified to model and share with the class, giving praise where necessary. Staff make notes on specific children who require 1:1 intervention in the following appropriate lesson. This should only be a small number of children: if a larger number of children require specific intervention, then steps are made to make more large-scale changes to the following lesson. Spelling errors are discussed in class and children make corrections in purple pen. It is the decision of specific staff to select spellings that require correcting, taking into account the ability of the individual child and their stage of learning.

Teachers evidence that they have seen a piece of work by initialling it. They may also choose to leave a written comment if they feel it is necessary. Records of a lesson's work being marked by staff is recorded in a central booklet, which is maintained by the class teacher. There are subject specific pages for Maths and English, as well as a dedicated section for work completed in Religious Education and foundation subjects.

After a teacher has completed their review of a piece of work, they put time into considering what feedback is required in the following lesson and, if necessary, what changes are required to the lesson itself. Time is afforded in the following lesson to go over feedback from the prior learning and children are expected to take an active approach to making relevant changes to their work. Children are expected to make any changes in purple pen. Feedback time takes as much time as is necessary, dependent on the nature of the feedback and the lesson it is following on from.

There are no direct expectations on how many notes are made and in what depth they are made. The notes being made to inform the feedback are specific to the member of staff providing said feedback and, as such, they have ownership of them. How staff use the feedback time at the beginning of lessons is up to them; however, it is advised that a range of factors are built into the session.

Teachers consider the needs of the individual pupil, in that feedback should be accessible for learners of all abilities in the class. Children working below the average of group are given feedback that they can use to improve their understanding in relation to the learning focus in hand or their individual targets in the same way that those working above the expected standard are. This may require the assistance of additional adults to facilitate corrections and further work.

Opportunities are also sought for children to offer peer to peer feedback to each other. This may be in the form of verbal or written feedback (written peer feedback is completed in purple pen).

Feedback books may be collected in by subject leads to monitor how they are being used in lessons pertinent to their subject.

How are children equipped to make best use of the feedback given?

Children are aware of how feedback is given to them and understand why changes have been made to what they may have become accustomed to in the past.

Children understand that learning comes from making the most of opportunities for development rather than focusing purely on successes. Equal weighting is given in feedback time to praising work as well as seeking opportunities to develop.

Staff regularly refer children to the L.E.A.R.N.E.R. strategy that is displayed in classrooms, aiding in the development of a growth mind-set. Children are coached to view feedback as constructive rather than negative, and a means to work towards their targets and further progress.

Children are encouraged to approach staff for further assistance if they don't follow or fully understand the feedback that is given to the class.

Lessons with a significant writing base make the most efficient use of the feedback policy. It may not always be necessary for a piece of work to have substantial feedback in the following lesson. In such a case, teachers will still 'mark' the work but there is not a requirement for formal feedback to be provided.

Due to the nature of Maths lessons, feedback will undoubtedly take a different form compared to such found in other areas of the curriculum. Teachers may choose to focus on a certain calculation that was approached incorrectly by the children or discuss a key element or concept from the previous lessons. If teachers feel the need to, calculations may be repeated; however, this should be done through addressing issues related to the algorithms rather than isolated calculations. Staff ensure that there is a balance between feedback centring on both conceptual and procedural understanding.

Updated: Senior Leadership Team (SLT) September 2025