



Feedback Policy

April 2025

At Two Rivers CofE Primary School, we recognise that quality feedback takes time and that the most useful feedback is given to children as part of the learning happening in the moment. We seek to avoid unnecessary workload for adults giving feedback in school so that all feedback is time efficient, purposeful and moves learning forward.

We believe that high quality, consistent and timely feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. **We believe the best feedback is the dialogue that takes place between the teacher and pupil while the task is being completed, therefore not all feedback will be written.**

Aims:

We give feedback to children's work in order to:

- encourage children to take responsibility for themselves as learners and support them in making progress;
- show that we value their work, and encourage them to do the same;
- give a clear general picture of how far they have come in their learning, and areas for improvement;
- promote self-assessment, valuing their effort and mistakes
- provide a basis both for summative and formative assessment and inform individual tracking of progress;
- inform future lesson-planning.

Guidelines

- Feedback will be related to the Learning objective (LO) and understood by the child.
- Feedback, if written, will be legible and clear in meaning.
- Achievements will be celebrated in a range of ways in order to motivate and encourage.
- All written outcomes will receive feedback in a timely way so that children are aware that the outcome of every task is important.
- Time will be built into lessons to ensure that all marking and feedback can be responded to.
- Feedback is primarily used to move children's learning forward.
- Disadvantaged children will be prioritised for marking and feedback within the lesson.
- Staff at Two Rivers will follow agreed approaches that can be found in the appendices.

Quality feedback includes

- Reactive feedback in the moment of learning
- Peer-assessment
- Self-assessment
- Verbal feedback
- Marking against a success criteria
- Use of symbols
- Written responses
- Detailed written feedback that is responded to and moves learning forward

Learning platform - Seesaw

Where appropriate, Seesaw is used to give detailed and personalised feedback to children. This means that sometimes a teacher's response will not be seen in books. When moderating or assessing, seesaw must be used in conjunction with books.

Appendix 1

Symbols

/	Finger spaces between words
P	Punctuation error (with error underlined)
CL	Capital letters
Sp	Spelling error (with error underlined)
^	Something has been left out
?	Does this make sense?
//	New paragraph
V	Verbal feedback given
S	Adult support needed
I	Section/task completed independently
✓ ✓	When the objective/activity is met
✓	When the objective has been partially met
.	When objective has not been achieved

If the symbol S has not been recorded, it can be assumed that the child has completed the work independently.