



Edisford Primary School

Confidence. Persistence. Getting Along. Organisation. Resilience.

Feedback Policy

Vision and Ethos

We seek to provide an education that opens up the world for our children. We want our children to experience the world first-hand wherever possible, so that they can draw new vocabulary from their experiences. We know that children have more opportunities open to them if they have an 'elaborated code' as opposed to a 'restricted code'. We spend time in our curriculum teaching new vocabulary and language, so that we build children's ability to communicate.

Not only this, we actively teach children the five characteristics for success through our Endeavours and Flairs curriculum; confidence, persistence, getting along, resilience and organisation. If children have strengths in these five areas, they will succeed academically as well as personally develop. Building strong relationships with children is first and foremost in our teaching approach – we know that children engage better and therefore do better if they want to work well for their teacher.

Aims

To ensure that children receive personalised feedback and marking, so that there is a measurable difference made to pupil's knowledge, understanding and their academic work. We use the research of Professor John Hattie, who found that the quality of feedback makes a measurable difference to children's progress and work.

Inclusion

Teachers will feedback to children inclusively regardless of their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

Adaptive Teaching

We recognise that every child is different and unique. In this way, we tailor our feedback and marking approach to each child. Some children do respond to lots of written feedback and never read comments. Therefore, we measure the effect of marking and feedback by the progress each child is making, using a combination of work scrutiny and pupil observations. The impact of feedback over the appearance of feedback is our motto.

Expeditions English and Red Rose Maths

Our Expeditions English and Red Rose Maths curriculum are achievement-based curriculae which set out standards for each mountain range or star group. Children work towards these standards throughout the year in a goal-oriented way. This gives children a sense of achievement and helps them to note their own progress. The system is based on continual learning, with new goals set each time.

Personalised Learning

We teach our children the five characteristics for success through our unique Endeavours and Flairs curriculum. Through these badges, we actively teach children to be resilient, persistent, organised, to get along well, and confidence. We know that teaching children even more Maths and English doesn't give us different results, so we teach smarter, through our Expeditions system, and deeper through our Endeavours and Flairs curriculum. We know that children who are strong in all five areas of learning will do well academically. We use the language of the five characteristics for success in our feedback to children.

In our feedback, we will always aspire for children to do better, and:

- Provide clear, positive feedback to children about strengths and areas for improvement in their work. This will mainly be through verbal feedback. Effective marking can be verbal or written and the evidence of effective feedback will be improvements made in children's work and their verbal contributions in class. It will also be evident at the assessment points in the year.
- Recognise, encourage and reward effort and progress.
- Focus teachers on those areas of learning where groups and individual children need specific help.
- Provide a record of children's progress and inform future planning
- Help parents and carers to understand strengths and areas for improvement in children's work.

- Refer to the five characteristics for learning; confidence, persistence, resilience, getting along and organisation.

Marking and Feedback Procedure

- Teachers are best placed to decide how they mark children's work depending on the individual pupil.
- The title may reflect the focus of the learning.
- Marking and feedback reflect how well the learning objectives have been achieved and how to move the learning forward.
- Where possible, work is marked in the lesson, so that immediate feedback is provided. Marking after the lesson is most useful for formative assessment and planning the next session.
- Children will mark their own work so they can see mistakes and correct them. Making mistakes is a part of learning.
- Children will draft out writing, editing and making corrections and act on advice given by the teacher.
- At times, children will mark each other's work and provide feedback.
- A 'talk partner' approach will be used to enable children to modify thinking, share ideas and reflect on their learning.

Work Scrutiny and Impact of Marking and Feedback

All of the team carry out book scrutinies through their subject leadership or as SLT. Work scrutinies include the impact of marking and feedback.

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