

BURFORD SCHOOL



# Burford School and Nursery

*'Enjoy, Achieve, Succeed Together'*

## Feedback Policy

|                                                                                                                                         |                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Date policy adopted by Governing Body:<br>November 2025                                                                                 | Date of next review:<br>November 2028 |
| This policy will be subject to review every three years by the Governing Body or more frequently in the light of changes in legislation |                                       |

# Feedback Policy

## **Introduction:**

Effective reviewing of pupil work is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. The assessment for learning process – or responsive teaching (Dylan Wiliams) - begins at the planning stage of teaching, with clear learning intentions and built-in opportunities to discuss and apply learning and elicit evidence of learning. It is built upon strong learning foundations including relationships between staff and pupils and a culture of receptiveness and it seeks to feedforward improvements to develop skills, not only in one piece of learning but across all learning, centring around transferable skills on a task, subject or self-regulation skills.

This document has been created upon review of guidance from, amongst others, the Education Endowment Fund guidance '*Teacher Feedback to Improve Pupil Outcomes*' (2021), *Reducing teacher workload: Marking Policy Review Group Report* (DfE March 2016), the Ofsted *Education Inspection Framework* (September 2025 - see Appendix 3) and publications by educational specialists in assessment and feedback (see Appendix 4).

At Burford, we recognise that there are many ways to effectively feedback to pupils, in line with our Inclusive Quality First Teaching ethos. Below are guidelines to our feedback process. At Burford, we trust the professional judgement of teachers to focus on what is most appropriate for their pupils and circumstance. As such, teachers are encouraged to act upon research into new feedback initiatives, in consultation with the Senior Leadership Team (SLT).

## **Principles**

Feedback should:

- Be meaningful, relevant and understandable to the child and actionable by the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing motivation for learning;
- Be timely, kind, specific and helpful, focusing on what may improve the learner's skills as opposed to one task;
- Be challenging, of 'desirable difficulties' (Bjork, 1994);
- Collectively, inform the planning of subsequent lessons;
- Enable the teacher to record progress related to learning intentions;
- Be manageable for both the child and the teacher;
- Encourage pupils as owners of their own learning,
- Encourage pupils as resources for each other;

- Recognise that pupils may have to be taught how to receive feedback with a pupil's motivation and desire to receive feedback, self-confidence, trust in their teacher and working memory factors in its effectiveness.

## Procedures for Feedback

At Burford, we recognise that feedback, including marking, should be appropriately meaningful and motivating for the age of the children being taught.

As recommended by the Education Endowment Foundation, teachers should lay foundations for effective feedback, deliver appropriately timed feedback focused on moving learning forward and plan for how pupils will receive and use feedback.<sup>1</sup>

This will include recognition that specific feedback for Early Years, Key Stage 1 and Key Stage 2 will be appropriate to the age group being taught. For example:

- in EYFS, assessing and feeding back to children will be based primarily on observations of daily activities and events
- in Key Stage 1, assessment and feedback will be based on a combination of observation and written evidence
- In Key Stage 2, assessment and feedback will be based primarily on in-class observations and child responses and supported by evidence in workbooks, where appropriate.

## Feedback in Practice

Feeding back to the children in practice may take a variety of forms, all intended to move the children's learning on and improve outcomes for children. The key principles are:

- All teachers will lay the foundations for effective feedback by planning effectively to provide for the children: awareness of prior learning; opportunities for retrieval of prior learning; clear learning intentions and success criteria; opportunities for questions to elicit evidence of learning; set a culture of equal opportunity for pupil voice (e.g. no hands up, think time); set high expectations for the oracy of pupil response; encourage a growth mindset in pupils; model how to give and receive feedback effectively; help pupils see the link between feedback and progress.
- All teachers should deliver feedback in a timely manner, one that considers the task, the pupil and the class for their professional judgement in when to deliver.
- All teachers must review sufficient pieces of work to inform subsequent planning, address misconceptions and common errors and improve outcomes, with feedback offered to children either whole class, in groups or to individual children, either verbally or in writing.
- All teachers should, when required, offer children more specific feedback on how to improve their work and provide opportunities for children to be self-

regulators and critical friends, in assessing their own work or that of their peers. Children whose progress is a concern should be prioritised when giving feedback.

- All teachers should give children the opportunity to respond to their feedback in writing or verbally, as appropriate, where children are required to be self-aware of improvements using strategies like detective work (correcting/editing), class discussions (using visualisers), three questions, redrafting, completing similar work or problem.

Different forms of feedback may include:

### 1. Verbal Feedback

Verbal feedback is recognised as a powerful teaching tool to prompt deeper thinking and to swiftly address misconceptions. Verbal feedback may occur through:

- Whole class feedback at the beginning of the lesson, reflecting on common mistakes or misconceptions from the previous lesson/lessons or pre-empting common misconceptions that may occur (e.g. providing spelling mats for key vocabulary)
- Live marking during a lesson, with the teacher scanning work during independent practice and offering feedback in the moment to children
- Effective sampling to identify common misconceptions, including random checks, sample marking (part of a cohort), sample selection (part of a text); this should ensure all children's books are reviewed in a timely manner
- Effective questioning during lessons to elicit evidence of understanding and to clarify misconceptions or refocus tasks and enquiry
- Mid-lesson reviews and adjustments
- One-to-one conferencing or group/shared work
- Reflection and review at the end of the lesson or after a lesson

### 2. Detailed feedback

Detailed feedback can be given in a variety of ways, for example, verbal feedback in conferencing or group work, written feedback in books and reminders which can be transferred to the next piece of work, marking symbols (appendix 2), next step questions, challenges or target setting. Teachers will use their professional judgement to decide when it should be given.

- With verbal feedback, for example in conferencing with children, teachers will discuss improvements with children individually or in small groups; such discussions should centre around the child sourcing and correcting errors (for example, use of dot marking or coding); evidence of this feedback will be in the child's improved work. Verbal feedback should focus on two or three key points, in respect of the limitations on working memory.

- In offering whole class feedback, teachers may opt to record key feedback offered to the class using crib sheets, to track focus areas over a period of time. Teachers may also opt to model whole class feedback using tools like visualisers.
- Using success criteria as a reference for children while working or marking grids containing steps to achieving the learning intention.
- Grammatical features such as spelling, punctuation or grammar errors addressed regularly – either verbally or in writing - and be appropriate and achievable to the age and stage of the child. Teachers may use the marking codes (appendix 2) for this. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work.
- Written feedback will be timely and actionable feedback and may include live (in-the-moment) marking, moderation marking, selective marking (part of the text as a focus), sample marking (part of the class as a focus).

### 3. Self-assessment and peer assessment

Pupils should have the opportunity to self-assess individually, in pairs or in groups. Teachers use their professional judgement to decide when it is appropriate for peer/self-assessment.

Teachers should encourage a collaborative culture within the classroom as strong foundations for self- and peer-assessment opportunities, a culture of positive interdependence. This collaborative environment would evidence effective oracy in class and use strategies like think-pair-share, thinking aloud, effective seating plans, paired retrieval and listening triangles to encourage classroom talk.

Peer/self-assessment – both in giving and receiving feedback - should be effectively modelled to children with clear steps and expectations identified - e.g. I Do/We Do/You Do approach, role play, live marking, thinking aloud - integrated into teaching.

For self-assessment, children may be asked to identify where their targets have been achieved; this could be done through exit questions, reflection time, floor book notetaking, highlighting, colour-coded underlining or by ticking target sheets or success criteria grids.

Peer/self-assessment may be done during the learning process and/or at the end. This may be supported by structured learning opportunities, e.g. visual supports, e.g. editing mats or success criteria grids or self-assessment placemats, check lists, walking galleries (sticky notes), peer book reviews using highlighter hints, TAG approach (tell me about my work; ask me about my work; give me a suggestion about my work).

### 4. Pupil Feedback in Developing Writing

At Burford, we recognise that extensive written feedback can be work intensive for teachers which comes at significant 'opportunity cost' (Elliott, V et al, 2020), time that could be spent planning for opportunities for more effective, alternative feedback.

In writing, we look to:

- Through planning and preparation, ensure cohorts have a full understanding of the aim and requirements of an assessed piece of writing, through: high quality instruction; links to prior learning; using powerful examples; pre-empting common misconceptions and errors, for example, common spelling errors of subject vocabulary, common misplacement of dialogue punctuation or typical structure of a text; and adapt teaching as a response.
- Ensure prior awareness of the children who will require specific, targeted support and plan how to act on this.
- Use live marking or sample marking on written pieces as the writing process is underway, be it pupil specific, in small groups or for whole class feedback. Marking symbols, coded marking or dot marking may be used to direct specific written feedback during and following delivery.
- Every half term, teachers will review a child's progress in writing in one or more written pieces, using the age-appropriate school-generated, 'Teacher Assessment Frameworks' (based on the National Curriculum) to gather supporting evidence for judgements. Teachers will use the TAFs as a running record of evidence.
- Every half term, children will be given the opportunity to self-assess their work against success criteria and identify skills to feedforward, either individually, in pairs, small groups or whole class.

#### 5. Feedback in the Early Years Foundation Stage:

- Feedback will be verbal, clear and 'in the moment', at the point of learning.
- Visual cues are often useful to aid children in remembering and understanding feedback and questioning and thinking aloud are effective at this early age in providing meaningful feedback.
- Small group work in modelling how children can check and discuss their understanding to develop their conceptual awareness of early literacy, numeracy and foundation subjects.

#### 6. Review of homework

Homework will be reviewed either by self-, peer- or adult-assessment, with the class teachers using their professional judgements to decide on the most effective method.

This may vary between phases to be age appropriate.

Feedback on homework needs to be given to children in a timely and effective manner, aimed to move learning outcomes forward.

Parents will be informed of their child's progress in our homework expectations at our Autumn and Spring parent meeting cycles and in their child's end of year annual report.

### Role of other adults

1. Support staff

Support staff may give feedback to groups of pupils with whom they have been working with. Feedback will be communicated to the class teacher.

2. Cover staff

Cover staff who carry out work in the school are expected to comply with this policy.

### Monitoring and Evaluation

Monitoring and evaluation of this policy will be done through termly work scrutiny, learning walks, subject drop-ins and/or pupil voice surveys, led by the Senior Leadership Team and subject coordinators. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

## Appendix 1

### Self-assessment Marking

Grids may be given to children to aid self-assessment. The following are examples though teachers have the professional licence to create their own.

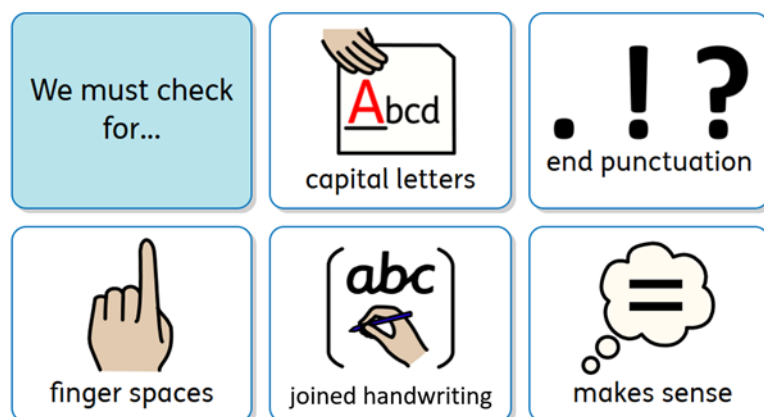
Self-reflection grids:

| One thing you found easy.. | One thing you found difficult... | One thing you found interesting.. |
|----------------------------|----------------------------------|-----------------------------------|
|                            |                                  |                                   |

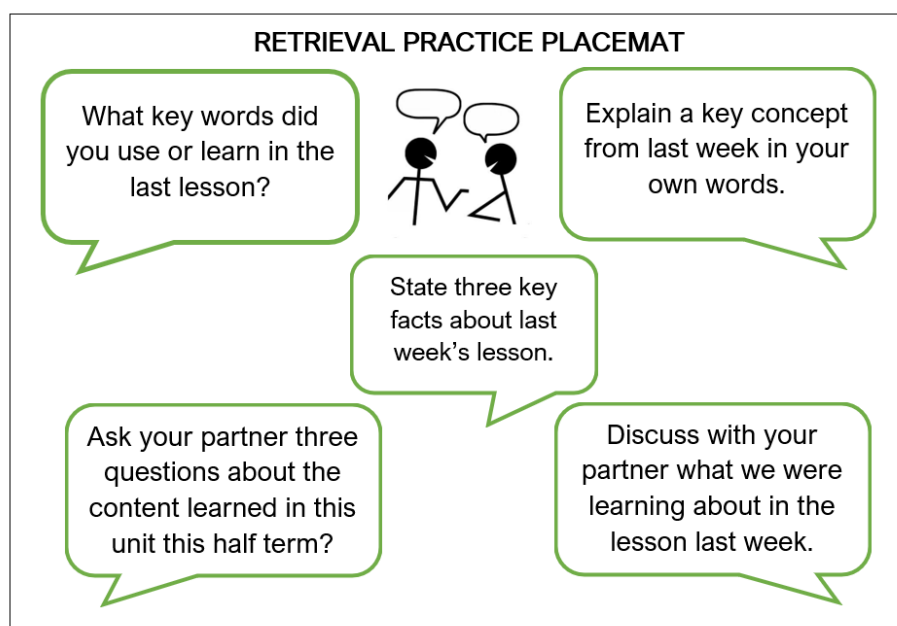
Success criteria tick sheets for self- and/or peer-assessment:

| L1: How do authors use settings and animals to create fear and adventure? |                                                                                                                                                                                                                                                                                                                                         |         |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| I have included:                                                          |     | me peer |
| a setting with words to worry my reader and set a scene of foreboding.    |                                                                                                                                                                                                                                                                                                                                         |         |
| animals and described them and what they do to create fear for my reader  |                                                                                                                                                                                                                                                                                                                                         |         |
| 1. A range of sentence types:                                             | 1                                                                                                                                                                                                                                                                                                                                       |         |
| 2. fronted adverbials                                                     | 2                                                                                                                                                                                                                                                                                                                                       |         |
| 3. subordinating conjunctions                                             | 3                                                                                                                                                                                                                                                                                                                                       |         |
| 4. short sentences for effect                                             | 4                                                                                                                                                                                                                                                                                                                                       |         |
| accurate punctuation . , ! ? ( ) - - " "                                  |                                                                                                                                                                                                                                                                                                                                         |         |
| joined handwriting                                                        |                                                                                                                                                                                                                                                                                                                                         |         |

Self-check place mats, for example, writing non-negotiables:



For peer retrieval placements:



Whole class feedback crib sheets may look like this:

| Work to praise and share             | Need further support |
|--------------------------------------|----------------------|
|                                      |                      |
| Presentation                         | Basic skills errors  |
|                                      |                      |
| Misconceptions and next lesson notes |                      |
|                                      |                      |

## Appendix 2 - Marking Symbols

### Marking Symbols

| KS1 marking symbols                                                                 |                                                | KS2 marking symbols                                                                |                                         |
|-------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------|
|    | <i>approved content; correct answer</i>        |   | <i>approved content; correct answer</i> |
|    | <i>incorrect answer</i>                        |   | <i>incorrect answer</i>                 |
| CL                                                                                  | <i>capital letter</i>                          | CL                                                                                 | <i>capital letter</i>                   |
| FS                                                                                  | <i>full stop</i>                               | FS                                                                                 | <i>full stop</i>                        |
|    | <i>comma</i>                                   |   | <i>comma</i>                            |
| /                                                                                   | <i>finger space</i>                            | ?                                                                                  | <i>sense check</i>                      |
| H                                                                                   | <i>homophone</i>                               | T                                                                                  | <i>tenses</i>                           |
| ?                                                                                   | <i>sense check</i>                             | " "                                                                                | <i>dialogue punctuation</i>             |
| VF                                                                                  | <i>verbal feedback</i>                         | //                                                                                 | <i>paragraph break</i>                  |
|                                                                                     |                                                |  | <i>new line</i>                         |
|                                                                                     |                                                | H                                                                                  | <i>homophone</i>                        |
| <b>PSHE marking symbols (KS1 &amp; KS2)</b>                                         |                                                | Sp                                                                                 | <i>spelling correction</i>              |
|  | <i>I appreciate your contribution.</i>         | SV                                                                                 | <i>subject verb agreement</i>           |
|  | <i>Thank you for expressing your feelings.</i> | VF                                                                                 | <i>verbal feedback</i>                  |
|  | <i>This has really made me think today.</i>    | ● (in margin)                                                                      | <i>Dot-marking: error on this line</i>  |

## **Appendix 3**

### **Ofsted Guidance on Marking and Feedback, as taken from the Education Inspection Framework (Sept 2025)**

#### **Intent**

- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

#### **Implementation**

- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

#### **Impact**

- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension

## **APPENDIX 4**

#### **References:**

- Kate Jones 'Feedback' (2024)
- Kate Jones 'Five Formative Assessment Strategies' (2021)
- Michael Chiles 'The CRAFT of Assessment' (2020)
- Education Endowment Foundation: Teacher Feedback to Improve Pupil Learning [1](#)
- Education Inspection Framework (Sept 2025)

