



# Feedback Policy

July 2025 - Version 1.4

Review date: July 2028

Honesty

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"All Different, All Equal, All Achieving"

## Version Control

Date	Version	Status / Comments / Description
July 2017	1.0	Original Revised Policy
June 2019	1.1	Reviewed and re formatted C. Clarkson
July 2019		Approved by FGB - 9 July 2019
July 2021	1.2	Reviewed and updated C. Clarkson
March 2022 July 2022	1.3	Reviewed and updated N. Parry
		Ratified at P&A Meeting 11/07/22. Staff notified of new policy and uploaded to website.
July 2025	1.4	Reviewed and updated C. Clarkson. To be noted as approved at Curriculum meeting 10/11/2025 and shared with all staff.

### 1. Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

### 2. Sustainability and the Curriculum

We aim for our pupils to become passionate about their role in protecting the natural world. Our curriculum provides opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change. We support pupils to translate this knowledge across all curriculum areas into positive action.

### 3. Forms of Effective Feedback

Effective feedback is constructive, specific, timely, and focussed input that helps individuals improve and grow. It should be delivered in a supportive and respectful manner, fostering open communication and a positive mindset to improve. Key elements include clarity, achievability and a consistent review cycle on the impact of actions. The quality and success of explicit feedback, will be seen in how a pupil is able to tackle subsequent work and should therefore lead to rapid progress for all groups of children. It is important that feedback is given regularly to support and guide young learners to achieve the expected outcomes and make progress against their own targets.

**\* All feedback given by teaching staff should model high standards of Standard English with clear handwriting\***

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We believe that three principles underpin effective feedback whether this is given as written marking or as verbal feedback. Feedback should be:

- *Motivating,*
- *Focus on development,*
- *and be adapted for the recipient.*

At Park Hill Infant School, we place an emphasis on regular feedback, given in different ways:


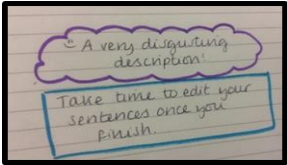

- *AFL strategies within lessons, and the use of 'Live' marking,*
- *Frequent verbal feedback,*
- *Regular written feedback,*
- *and the use of peer and self-assessment.*

### 3.1 Assessment For Learning (AFL) 'Live' marking and real-time feedback

We endeavour to approach all children frequently and give 'live' feedback to pupils during the learning process. Teachers circulate the classroom, observing student outcomes and providing feedback as they go. AFL (Assessment for Learning) techniques are used by the Teacher throughout lessons and then specific follow up discussions are required in order to move learning forward. While children are still actively engaged in the learning process real-time feedback contributes more directly to their progress and improves outcomes for all within the session. 'Live' feedback (usually given verbally), provides pupils with direct, immediate and targeted next steps in learning, allowing them to make effective adjustments and improvements.

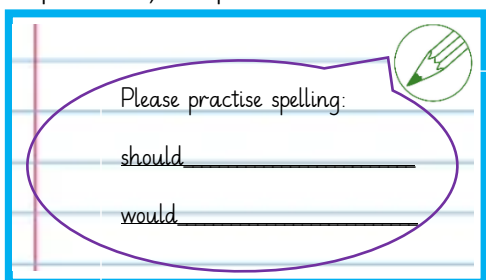
### 3.2 Bubble and Block feedback

When giving feedback in the children's books a 'bubble' shape is used to show the positive progress which the pupil has made in the piece of work. A 'block' (square) shape is used for the pupil's next step in learning. The shape acts as a visual reminder of what went well and what the child should work on as their next step in learning. 'Bubble and Block' feedback can be given in three forms:

<p>Using feedback stamps outlined in a colourful bubble or block shape.</p> 	<p>Written comments from the Teacher outlined in a colourful bubble or block shape.</p> 	<p>By adding a feedback stamp to 'bubble' and 'block' shaped post-its and sticking these beside the work.</p> 
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### 3.3 Morning Work / Response to Marking time

Children in KS1 have regular morning work sessions (9am-9.20am) which are a dedicated time for them to reflect on prior learning. Pupils are guided to review and revisit work from the previous day(s) and ensure that their work is up to date, complete and finished to their highest standard. This is also time for children to read written feedback from their teacher and to ensure that they have responded to any feedback/written marking (answering questions and completed tasks).



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### 3.4 Self and Peer Assessment

Children are guided to **regularly review** their learning process by the Teacher, using AFL techniques. They should regularly read through their written work to ensure it is as accurate as possible. In each lesson there is time to reflect on what they have achieved. During **Plenary sessions** there should also be directed time for children to think about what they have done well, and what they need to learn next. This is regularly noted by the child on post-its using the 'Bubble and Block' system.

Beginning in the Summer term in EYFS, children begin practising their own **self-assessment** use the Pedagogos feedback stamps with support from Teaching staff to choose appropriate stamps for their own work at the end of writing sessions. In Year One, the children should have at least one opportunity to independently **self-assess their own work using post its and stamps each half term**. This needs to be explicitly modelled and discussed with the child during Plenary sessions so that the children are able to learn to identify what makes them successful in writing.

From the Summer Term in Year One, the children then use the same 'Bubble and Block' system in order to **peer assess** a friend's work within the lesson. This should also happen every half term in addition to their self-assessment. When children peer-assess a friend's work, they should write their name on the post it to show it was assessed by another person. This can also be stamped with a peer assessment stamp.

### 3.5 Feedback stamps

We use stamps, including the 'Pedagogos' marking stamps as a visual feedback prompt across the school to make clear which parts of pupil's work needs to be finished or edited. The 'Pedagogos' pencil stamp is also used to demarcate where a child needs to finish off or follow feedback to improve.

	Self assessed		Peer assessed		Teacher Assisted		TA Assisted
	Finger spaces		Full stops		Capital letters		Letter formation /direction
	Segment/ sound talk		Proof read / check		Target achieved		Creative ideas
	Conjunctions		Handwriting		Verbal feedback given		Respond

### 4. Targets

We set pupils individual targets in Reading and Writing. Where possible, these targets should be SMART targets: specific, measurable, achievable, relevant, and time-bound goals. Pupils should be able to achieve their target regularly in order to make good rates of progress from their own starting point. Targets should be reviewed regularly, and where pupils are not achieving the target they should be adapted accordingly.

Daily lessons have a 'WALT' sticker depicting the aim/target for specific lessons from the school curriculum.

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## 4.1 Writing Targets

All pupils have a Writing Target card at the front of their writing / topic book. This is stuck in as a 'flap' which can be accessed during writing sessions. The teacher should choose a specific, measurable, and achievable target for each pupil from their current assessment of their writing. The pupil is then made aware of how to achieve this. Each time the pupil shows evidence of achieving their target, teaching staff mark and date the target through the use of a tick, smiley face, stamp or sticker.

For KS1 the expectation is that the child demonstrates their success against a target on 5 different occasions before they are given their next target to work on. For EYFS, they should do so on 3 different occasions.



## 4.2 Reading Targets

All pupils have a Reading Target page on the back cover of their Reading Diary. The teacher should choose a specific, measurable, and achievable target for each pupil from the bank of Park Hill Infant School Reading Target stickers for each Phonic Phase provided by the Reading Leader. The children are made aware of this target and work towards achieving the target in their daily Book Club reading session. When the pupil achieves this target the target sticker is dated and the child receives a new Reading Target to practise. The children usually receive at least two new targets each half term in line with the expected rate of progress for pupils in reading and Phonics.

Regular feedback for reading and Phonics is also given by Teaching staff within the children's Reading Diaries. This usually happens during Book Club reading sessions where the child's progress in decoding, fluency, or comprehension is noted in the given space in order to keep parents informed.

## 5. Written Feedback

Written feedback should focus on the **learning objective (WALT)** / skill focus for the specific session. Feedback based on a pupil's written work should also refer to the child's individual **writing target**. **'Bubble'** comments should provide positive praise and celebrate what the child has achieved. **'Block'** comments should give a specific next step to help the child to keep 'moving on' in the learning. This could include achieving the **WALT/skill** at a higher level, or as a means to consolidate on what they have learnt.

Effective feedback can take the form of many comments and questions, and can be identified as being:

- **Directive** (asking the child to complete something specific, or do something a specific way)
- **Consolidatory** (checking the child's understanding in order to clearly achieve the WALT)
- **Reflective** (asking the child to re-think, check or explain their reasoning)
- **Deepening** (furthering the child's knowledge or skill-base against the WALT)

English examples:

- "Please circle all of the full stops you have used correctly." (Directive)
- "Why was Mrs Twit mean to Mr Twit?" (Consolidatory)
- "Beegu is lonely because..." (Finish the sentence). (Reflective)
- "Can you think of a more creative phrase to describe....?" (Deepening)

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## Maths examples:

- “Please check and correct the formation of your number 5” (Directive)
- “How many number bonds did you find to make the number 7?” (Consolidatory)
- ‘Is this always true? Explain how you know.’ (Reflective)
- ‘Can odd + odd ever = odd? Test this out to show your answer.” (Deepening)

## 6. Correcting Spelling and Grammar

Spelling, punctuation and grammar should not be scrutinised in every piece of written work because children cannot effectively focus on too many things in one session (especially if the focus is on a foundation subject). However, when spelling words from the ‘Common Spelling Words’ card for the specific year group are incorrectly spelt by a child in their writing consistently, they should be practised. The green pencil stamp should be used and the teacher should model the correct spelling for the pupil to practise. The spellings being modelled should be words required in the KS1 curriculum, or key topic words so that the child’s spelling improves over time at a level which is appropriate to the child’s developing spelling ability.

## 7. Proof Reading and Self-editing

When work is finished, children in KS1 should be prompted to ‘proof read’ in order to check their work and amend simple errors. Pupils in Year Two should also be given regular time in sessions or during ‘morning work’ to improve their writing using erasable, green pens. The process of proof reading and editing should be taught explicitly according to the school English policy.

## 8. EYFS FEEDBACK EXPECTATIONS

Children should receive regular, consistent feedback throughout the learning process. ‘Live’ / Verbal feedback should be used as the most regular form of feedback. When this has been given to a child during a writing session in order for them to improve, the verbal feedback should be noted beside/on the pupil’s work using a Verbal Feedback stamp (or by writing V.F for shorthand) with a short annotation outlining the verbal feedback given.

- There should be a ‘Bubble and Block’ comment made per piece of writing by the Teacher. This would normally be in the form of a **feedback stamp** with occasional **written comments**. Teachers should also discuss this feedback with children to ensure they have clear understanding.
- From the Summer term of EYFS, the children begin to use the ‘Bubble and Block’ system to **self-assess** their own writing with support from Teaching staff, and use the stamps to choose what they have achieved in their writing and what they need to work on. By the end of the year all EYFS children should be aware of how to self-assess their writing using the feedback stamps.
- **Evidence Me:** where parents upload their own observation Teachers should endeavour to give some **feedback in written form** (this could also include linking areas of the curriculum to the observation).
- All work is assumed to be mainly independent. Where a child or group of children have been significantly assisted by an adult (eg: told specific spellings or aided to use finger spaces) the work should be stamped: **TA or T assisted work**. These stamps should be annotated with the ratio of pupils to adult support (eg: 1:1 / 1:3 / small group).

### 8.1. KS1 FEEDBACK EXPECTATIONS

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Children should receive regular, consistent feedback throughout the learning process. 'Live' / Verbal feedback should be used as the most regular form of feedback. When this has been given to a child during a writing session in order for them to improve, the verbal feedback should be noted beside/on the pupil's work using a Verbal Feedback stamp (or by writing V.F for shorthand) with a short annotation outlining the verbal feedback given.

- One 'Bubble and Block' comment should be made for English (per piece of writing).
- Pupils should use 'Bubble and Block' post its to **self-assess** their own work *at least once each half term*.
- Beginning in the Summer term of Year One, all children should (in addition) use the 'Bubble and Block' post its to **peer-assess** the work of one of their peers *at least once each half term*.
- All **English and Maths** work should be **assessed and highlighted** by the teacher on the *corner of each page* as to whether the learning objective (WALT) has been met by the child in the specific piece of work. These on-going, highlighted assessments should match and inform the teacher's summative judgements over time. Teachers should use the assessment colour code:

Red / pink = not met    Orange = working towards / some evidence    Green = met    Blue = exceeded



- **Maths** work should be assessed regularly. Pupils should receive written feedback *at least once a half term*.
- Where there are errors in Maths work, Teachers should: Identify the error, model the correct procedure, and then set a new example for the child to complete, marking it with the 'pencil stamp' to highlight to the child that a response is necessary.
- For the **foundation subjects and Science**, the subject name should be printed on the WALT sticker. The subject name should be highlighted using the same assessment colour code as above.
- All work is assumed to be mainly independent. Where a child or group of children have been significantly assisted by an adult (eg: told specific spellings or aided to use finger spaces) the work should be stamped: TA or T assisted work. These stamps should be annotated with the ratio of pupils to adult support (eg; 1:1 / 1:3 / small group).

**SCIENCE**

WALT: Identify suitability of materials for different purposes

## 8.2 Monitoring

The Headship Team and subject leaders will regularly analyse children's workbooks and give general / year group / independent feedback where necessary. This policy will be reviewed regularly with all staff to ensure feedback in the school is effective for all groups of pupils in order to reduce any unnecessary workload for teaching staff.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

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