



Nurture **Inspire** Flourish Believe

Parkroyal Community School

Feedback Policy

2024/25

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Statement of intent

Parkroyal Community School understands that the effective use of feedback can have a powerful influence on pupils' learning and progression.

This policy aims to ensure that feedback:

- Informs pupils about what they have done well and highlights areas for improvement.
- Is valued by pupils; motivating and supporting their confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Teaching & Learning Handbook
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher and SLT are responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether feedback procedures and practices effectively balance the need to provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across the school.
- Ensuring all members of staff are aware of the school's procedures for providing feedback.
- Monitoring the effectiveness of this policy
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more support / intervention than just feedback.

- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given and, where appropriate, are given time and opportunity to respond to it.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Principles of effective feedback

At Parkroyal Community School, we believe feedback should provide constructive advice to every child, focusing on success and improvement in relation to learning intentions and outcomes. Feedback enables children to become reflective learners and helps them to close the gap between current and desired performance.

When providing feedback, teaching staff have a range of decisions to make, and can provide feedback in a variety of different ways. Feedback can:

- focus on different **content**;
- be delivered in different **methods**;
- be directed to different **people**; and
- be delivered at different **times**







Education Endowment Foundation's Guidance Report, '[Teacher Feedback to Improve Pupil Learning](#)'

Teaching staff at Parkroyal Community School provide high quality initial instruction alongside clear learning intentions and ongoing formative assessment methods in order to elicit evidence of progress and assess gaps in learning. These gaps will then be addressed by the feedback given to pupils by adults.

Feedback should be informative, effective, and reflective, and both written and verbal feedback must impact positively on pupil progress. We understand the importance of quality first teaching and learning, and recognise that feedback must come after this and build on

the learning that has already taken place. As a result, feedback given to pupils at Parkroyal Community School focuses on the **task**, the **subject**, or the learner's own **self-regulation strategies**.

Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

Education Endowment Foundation's Guidance Report, '[Teacher Feedback to Improve Pupil Learning](#)' - more examples can be found on p.22-23

4. Implementing the policy

Feedback - both verbal and written - will be accessible to all children, with the aim to promote children's self-assessment and understanding of their 'next step'. The continuous application of effective questioning - focussing pupils on how they **plan**, **monitor** and **evaluate** their learning - as well as the **teacher explicitly modelling** using a 'think aloud' strategy, are key approaches that are applied throughout lessons (Education Endowment Foundation's Guidance Report, '[Metacognition and self-regulated learning](#)').

Wherever possible, feedback will be given verbally through targeted and effective questioning during whole class teaching, through individual teacher conferencing during lessons, in guided groups, or during timely interventions.

Where feedback is written, this must have a clear focus (see table above) and be accessible to the pupil it addresses. Time must be given in the next appropriate session for children to read and respond to any written feedback. Editing and redrafting lessons are explicitly planned for English, and regular timely interventions work effectively for maths. This is embedded within the mastery approach to teaching and learning. Teachers will plan opportunities within lesson time to model and teach the skills of editing discretely, using purple pens on the classroom whiteboard, on flipchart paper or on paper under the visualiser.

Feedback also plays an integral role in the explicit teaching of **self-regulation** and **metacognitive strategies** particularly during the stages of identification of misconceptions and reflection.

Teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and to the targets that are set to meet individual needs in-line with the SEND Policy.

At Parkroyal Community School we also acknowledge an '**opportunity cost**'; the delivery of feedback takes up a large amount of time, limiting the time teachers can give to other tasks. We endeavour to find ways to mitigate this by reducing time spent on other tasks such as

planning and recording assessment to ensure that the provision of effective feedback is manageable and does not impact on staff wellbeing.

5. Feedback in Reception

Adults within the Reception team will continuously assess the children through a combination of teacher-directed whole class, small group and individual activities and tasks, as well as through observations of and interactions with the children in the indoor and outdoor learning environment during self-led play-based activities.

Adults provide immediate verbal feedback in-line with the principles above. Verbal feedback will often be in the form of modelling desired language, social skills and play. During play, it should primarily be presented in the form of 'shared sustained thinking' in order to encourage, model and extend children's thinking. Adults within the Reception team need to be aware that verbal feedback is not always needed, especially if it interrupts the children's thinking/learning process. In these situations adults are expected to observe and make notes on 'next steps' to follow up on at a later date. The Early Years Lead models, supports and monitors the provision of feedback within Reception classes.

When written feedback is added to the child's book/work, practitioners need to ensure they have recorded relevant information, including how much support the child had and in what way they were supported. As per the feedback code below, practitioners record supported work with an 'S' and work completed independently with an 'I'. Practitioners also record whether the pupil achieved the learning objective with 'A' or are working towards achieving the learning objective with 'WT'. Where relevant, practitioners also add 'next steps' to help the whole Reception team know what the child needs to continue to work on.

6. Feedback in English: Year 1 - Year 6

6.1 Key Stage 1

In Key Stage 1, children develop their early writing skills by writing about things that are relevant and personal, as well as responding appropriately to quality texts. The children are encouraged to write captions and increasingly complex sentences in Year 1, building up to longer pieces of writing in Year 2. They are expected to apply the correct grammar and punctuation in their work, as well as spelling known graphemes correctly. Feedback on this work provided through direct teacher conferencing during a lesson, or as soon as possible after a lesson, using the following system:

- a green tick indicates correct work
- green pen is used by the teacher to indicate that a correction needs to be made - using symbols in the [written feedback code](#) which is displayed in the classroom
- corrections are made by pupils above or near to the error using purple pens, either at the point of teacher conferencing or at the next appropriate time (as a 'morning task', at the start of the following lesson, etc.)

Particular attention is paid to correct letter formation and the accurate use of capital letters and full stops to demarcate sentences.

Where a teacher identifies a high proportion of children as having a similar 'next step', they will use this as a teaching point for the whole class prior to editing in the next lesson rather than writing this in many children's books.

The use of the visualiser during shared and modelled writing is integral to all areas of English feedback.

6.2 Key Stage 2

In Key Stage 2, spelling, grammar and punctuation skills are evidenced in the children's English books with feedback provided through direct teacher conferencing during a lesson, or as soon as possible after a lesson, using the following system:

- a green tick indicates correct work
- green pen is used by the teacher to indicate that a correction needs to be made - using symbols in the [written feedback code](#) which is displayed in the classroom
- corrections are made by pupils above or near to the error using purple pens, either at the point of teacher conferencing or at the next appropriate time (as a 'morning task', at the start of the following lesson, etc.)

The complete writing cycle in Key Stage 2 involves children deconstructing and analysing a text, creating a writing plan, followed by an initial draft which is edited and redrafted, culminating in a final draft which is 'published' either in the child's Writing book or for display purposes.

- corrections for editing are identified primarily through direct teacher conferencing and, where possible, addressed immediately
- additional corrections may be identified after a lesson, including after the work is 'published'
- green pen is used by the teacher to indicate a correction needs to be made
- editing and redrafting by pupils will take place in the following lesson, with children being encouraged to re-read the work completed so far and amend accordingly with purple pen. Children will repeat the process of editing, redrafting and correcting until their work is complete.

Where a teacher identifies a high proportion of children as having a similar 'next step', they will use this as a teaching point for the whole class prior to editing in the next lesson rather than writing this in many children's books.

The use of the visualiser during shared and modelled writing is integral to all areas of English feedback.

7. Feedback in Maths: Year 1 - Year 6

At Parkroyal Community School, we follow a mastery approach to the teaching of mathematics - that is, we believe that all children can achieve in mathematics - and we deliver this through small-step progression to an appropriate level of depth and challenge.

Activities that develop children's fluency or their understanding of patterns and connections across procedures and concepts may be recorded in the children's exercise books, but this is not a requirement of the maths curriculum. If these activities are recorded in books, children will be supported to assess their own work, using purple pens, through shared discussion and the use of the visualiser to address any errors or misconceptions.

Independent activities will be recorded in books with feedback provided primarily through direct teacher conferencing. Work that is supported by an adult will be indicated with an 'S'

either for a whole piece or for individual questions. Children who have received adult help will be supported to move to independence with each small step, and this will be shown with an 'I' on work that is subsequently completed without adult intervention.

Where possible, errors in the initial fluency and reasoning questions will be addressed immediately. Additional corrections may be identified after a lesson, particularly where misconceptions are evident for a number of children and need to be retaught the following day.

- a green tick indicates correct work
- a green dot indicates incorrect work
- corrections are made by pupils above or near to the error using purple pens, either at the point of teacher conferencing or at the next appropriate time (as a 'morning task', at the start of the following lesson, etc.)
- reasoning or problem-solving corrections may be addressed as a whole class, using the visualiser to scaffold and model responses.
- any corrections or edits will be made by pupils using a purple pen

The continuous application of effective questioning, as well as the teacher explicitly using a 'think aloud' strategy, are key approaches that are applied throughout maths lessons, and a range of open questions are used to ensure children are given rich opportunities to articulate their mathematical thinking.

Collaborative learning opportunities, such as the 'hook' task, ensure peer-to-peer exploration and explanation of a concept. These are planned into the lesson cycle as a platform for reasoning and problem-solving, as well as being an effective way to reveal misconceptions. Dialogue between adult (teacher or teaching assistant) and pupil will be positive, giving recognition and appropriate praise for achievement in order to move learning forward. Feedback from adults throughout this process will give children opportunities to become aware of and reflect on their learning needs. Children will be given clear strategies for improvement including the use of modelling next steps where appropriate.

8. Feedback in wider curriculum subjects

The intent, implementation and impact of the Parkroyal Community School wider curriculum is built upon the activation of prior learning and retrieval practice in order to embed knowledge and deepen understanding of key concepts. Through small-step progression planning, scaffolded learning opportunities and well-planned models, feedback is constructive, continuous and directed at the point of need; this means that outcomes in all wider curriculum areas are evidence of each pupil's attainment and understanding of a particular concept or theme. Written feedback is used sparingly since we believe targeted verbal feedback impacts directly and immediately on pupil outcomes. Feedback will be provided for any written work across the wider curriculum accordingly:

- green pen is used by the teacher to indicate a correction needs to be made
- corrections are made by pupils above or near to the error using purple pens, either at the point of teacher conferencing or at the next appropriate time (as a 'morning task', at the start of the following lesson, etc.)












9. Monitoring and Review





This policy is reviewed annually by the Headteacher and in consultation with all teaching staff.

Any changes or amendments to this policy will be communicated to all staff members by the Headteacher.

The scheduled review date for this policy is Autumn 2025.

Parkroyal written feedback code

My teacher	
	Capital letter
	Punctuation
	Spelling
	Finger space
	New paragraph
	Missing word
	Word needs improving
	Sentence / paragraph needs improving
	House Points awarded
<i>The following symbols are to be used during the editing process in writing to promote independence:</i>	
	Spelling, punctuation or grammar edit 'Sp', 'P' or 'G' may be used to identify the focus of editing
	Compositional edit

Me	
	Squiggle don't struggle
P I G S	P aired I ndependent G roup S upported
  	Learning reflection (where required): I am confident with this I need more practice with this I did not understand this
Purple pen	Response to feedback

Layout in exercise books - date, title, PIGS and Learning reflection:

