



# GREEN LANES SCHOOL POLICY

## Feedback Policy

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary school we create independent and resilient learners for life.*

<b>Signed by</b>	<b>Signed by Green Lanes governing body</b>
<b>Signed by</b>	<b>Signed by Headteacher</b>
<b>Date Reviewed</b>	<b>Spring 2026</b>
<b>Due for review</b>	<b>Spring 2027</b>

## Feedback Policy

### Purpose

The purpose of this policy is to provide clarity and consistency of practice throughout the school. It aims to make explicit how teachers and other adults provide effective feedback to children about their learning and progress, as well as how children will respond to their own learning.

### Rationale

At Green Lanes School our aim is for all children to be **independent and resilient learners**. We believe that children should be reflective learners and feedback should help them identify their successes and how to improve their learning. Feedback is effective when improvement is made as a direct result of it.

Feedback at Green Lanes School should always be meaningful and linked to high quality teaching.

### Key Principles

- The sole reason for feedback is to further children's learning and help them to reflect on their learning
- Feedback may be provided at different points in the learning process and may take different forms.
- Feedback is used as part of the school's assessment procedures. It helps to provide challenge and support in the classroom and enables children to make good progress.
- Teachers and other adults use the outcomes and feedback to adjust their teaching within and across lessons.
- Feedback may be carried out by teachers, teaching assistants or the children themselves.

### Feedback in practice at Green Lanes School

At Green Lanes School we recognise that the feedback which has the most impact is that which occurs closest to the point of teaching and learning and with pupils. The approaches detailed below are intended to ensure that all children are provided with timely and purposeful feedback, and teachers are able to gather feedback and assessments which enable them to adapt their teaching both during a lesson and over time.

Feedback will take place in the following ways:

<b>Type</b>	<b>What will this look like?</b>
Immediate/in class/at the point of teaching	<ul style="list-style-type: none"><li>• Takes place during whole class, small group or one to one teaching.</li><li>• Will be verbal or a quick annotation using the agreed marking code (appendix 1).</li><li>• Usually requires immediate action from the pupil.</li><li>• Will take the form of a question, action for improvement or extension to learning.</li><li>• In Foundation Stage and KS1, may take the form of an adult/child conversation where the adult extends the child's thinking through questioning or challenge.</li></ul>
Summary	<ul style="list-style-type: none"><li>• Usually takes place at the end of an activity or lesson/session and usually involving whole classes or groups</li><li>• Will usually involve edit and challenge (see below) or a quiz</li><li>• Will link back to the learning objectives for the lesson or task</li><li>• Depending on the age of the child, they may make their own notes and annotations for improvement and may use the agreed marking codes when doing so.</li></ul>

Post lesson	<ul style="list-style-type: none"> <li>• Takes place away from the point of main, whole class teaching</li> <li>• May take the form of a post/pre teach session where small group verbal/annotation feedback and next steps are given to identified children as necessary.</li> <li>• For the oldest children (upper KS2) who have produced extended pieces of writing, longer written comments from the teacher <b>might</b> be recorded and if so, children will be expected to respond to these. Annotated pieces supporting writing TAF for summary pieces.</li> </ul>
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### **Edit and challenge**

Children should assess and edit their own work, under the guidance of an adult within the room. Children are trained how to do this and have the process modelled to them. As they move through the school, they become more proficient at this and do so independently.

Children will use a different coloured pen or pencil to make annotations and corrections to their written work, for example, marking answers to questions in mathematics, correcting spelling and punctuation errors, or redrafting written work. Older children may also record personal next steps for their learning, based on this self-marking.

### **Learning target conversations**

At least once every two weeks, every child should spend time with an adult to talk about their writing. This takes place on a one to one or small group basis and can take place within or outside of lessons.

During this time, the child will work with the adult to identify areas of success and how they can further improve their writing. Specific pieces of work may be discussed or a more general conversation about learning over time may take place. Targets for writing are identified by the teacher, using writing TAFs. These targets are then discussed with the child. Progress towards targets is then discussed at the next learning target conversation.

Children receiving pupil premium funding will have a learning conversation at least once a week.

Weekly additional time is given to teachers to allow progress check ins with their SEND & PPG pupils.

### **Pupil consultations**

Once a term, every child will spend time reviewing their learning and progress in reading, writing and mathematics. Targets for the next term will be identified and discussed. These are shared with parents via termly reports and parent consultation meetings.

### **EYFS**

Due to the age and capabilities of children in the EYFS, feedback and marking is approached in the following ways:

During whole class carpet activities, children are supported by the adults in class. Immediate verbal feedback is given and children make changes to their work or practise a skill based on this. Children often work in pairs during whole class sessions, completing, evaluating and editing short tasks.

During small group work, adults give verbal feedback as the children are working on an activity. This is often in the form of modelling, discussing their idea and encouraging independence. Next steps are given at the time and focus on the learning intention of the session.

During continuous provision, next steps are developed with the children as they play, with adults supporting the child's curiosity.





Learning target conversations and pupil consultations in EYFS take place in the same way as they do in other year groups (see above) but targets are taken from our EYFS Literacy Checkpoints assessment document.

## Monitoring and Evaluation

Senior leaders and subject leaders will monitor and evaluate the implementation of this policy as part of the monitoring cycle. Pupil book looks will take place and conversations with adults and pupils will take place, including as part of staff wellbeing monitoring.

## Review

This policy has been agreed with staff and governors and will be reviewed annually.

<i>Feedback Code</i>	
<i>Learning target</i>	<i>LT</i>
<i>Full stop</i>	
<i>Capital letter</i>	<i>CL</i>
<i>Finger space</i>	
<i>Check and correct</i>	
<i>Join it up</i>	<i>abc</i>
<i>Spelling</i>	<i>SP</i>
<i>Nouns</i>	<i>N</i>
<i>Adjectives</i>	<i>A</i>
<i>Verb</i>	<i>V</i>
<i>Adverb</i>	<i>Ad</i>
<i>Conjunctions</i>	
<i>Tense</i>	<i>T</i>
<i>Word swap</i>	<i>WS</i>
<i>Does it make sense</i>	<i>?</i>
<i>Paragraphs</i>	<i>//</i>
<i>Inverted commas</i>	<i>"..."</i>