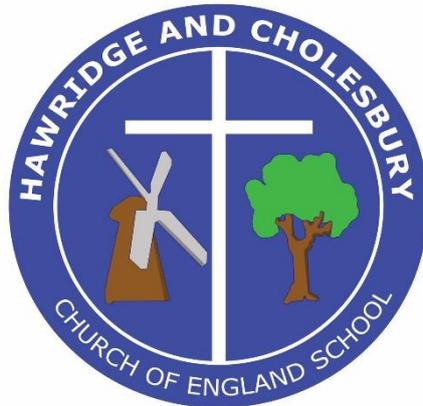


Hawridge and Cholesbury CE School



Feedback Policy

This policy should be read alongside our Assessment Policy

Our Vision is for every child within the Hawridge & Cholesbury family to grow, flourish 'have life and ... have it more abundantly' (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum.

We live our vision through our natural setting and our school values:

Respect Teamwork Responsibility Understanding Peace Honesty

Adopted by the Governing Body on February 2026

Next review: February 2027

This policy reflects the school's vision and values with regards to providing children with feedback about their learning to enable them to flourish. The policy is for the use of all teachers and learning support assistants who are involved in providing feedback to our children and is also to inform parents and carers about our assessment for learning practices and how children are involved in their own learning.

Definition of feedback

Feedback is a process in which children make sense of information about their performance and use it to enhance the quality of their work or learning strategies. Feedback should empower children to take responsibility for improving their work; it should not take away from this responsibility by adults doing the hard thinking for the pupil. Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. At Hawridge & Cholesbury, we recognise that live feedback in the moment can be just as valid as written feedback.

Aims of the policy

- To provide a consistent approach on feedback throughout the school, so that children have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance.
- To use marking as a tool for ongoing formative assessment, ensuring children are effectively challenged and that progress is evident through a dialogue which supports progression.
- To develop positive attitudes to learning and achievement.
- To inform the teacher of children's progress and needs for future planning.
- To support the balance of teacher workload.

The purpose of feedback and assessment

- To inform the teacher of a child's attainment and therefore to inform future planning.
- To inform a child of how well they have done and what they need to do next.
- To motivate a child through celebrating success.
- To enable key stakeholders to monitor the quality of education.

What does feedback look like at Hawridge & Cholesbury?

- All child reflections, editing and redrafting following live feedback, (written or verbal) are completed in red pen.
- Teachers check work at the end of every lesson to inform planning for the next lesson, to address misconceptions and move learning forwards.
- Live feedback, (written or verbal) happens as much as possible during all lessons. All staff who give live feedback use green pen and mark a VF on the work. Children should, where possible, reflect on the feedback, both verbal and written, and show their response to this in red pen.
- All feedback is specific, meaningful and personalised. It focuses on the process and how improvements can be made – not just what is right or wrong.
- High expectations of presentation are paramount. The 'Every lesson, Every time' expectations are referred to during feedback, where necessary.
- All feedback is given against the planned learning outcomes for the lesson.

- Self-marking and guided marking happen in lessons. Marking stations may be set up for pupils to check their own work. This can help form part of the feedback process and allow for self and peer reflection time to be built into all lessons. Children know in the lesson how successful they have been and where they need more support to practise key skills.

Marking Guidance for written tasks, including daily RWI phonics sessions

It is important that children have regular opportunities to find and edit their own spelling, punctuation and grammar errors. This builds on 'tick and fix' used within RWI lessons. These should be done in red pen. To support the re-drafting process, we expect children to re-draft a section of work using an asterisk (*) to indicate any changes made. The re-draft should be written underneath. Staff should highlight in the margin, which paragraph or section should be re-drafted.

Staff should use the following codes to feedback on a piece of writing:

- VF - to show live in the moment verbal feedback
- SP – check spelling. The expectation is that a spelling correction should be copied correctly 3 times and edited correctly within the work.
- P – check punctuation
- // - new paragraph needed
- Staff should highlight in pink a few examples where children have met the planned learning outcomes in their writing, (in English lessons.)
- * - identifies a place in the writing which could be improved and re-drafted

Marking Guidance for Maths:

It is important that children have regular opportunities to check and correct their work within the lesson. Staff will direct children back to worked examples to support their corrections and give guided support to those who need extra scaffolding.

Staff should use the following codes to feedback on a piece of Maths:

-  indicates correct answer
-  indicates an error and that child needs to go back, check and correct using red pen.
- Where misconceptions are evident, teachers should provide comments which provide a model or scaffold to support the child to arrive at the correct answer.