



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Lead (DSL) Adam Samson and Deputy Designated Safeguard Leads (DDSL) Nick Maclver, Louise Munz, Kate Wilkinson and Nancy Kirby

FEEDBACK POLICY

This policy was reviewed: Spring 2025

This policy will be reviewed next: Spring 2026

This policy will be reviewed by: The Learning and Curriculum Committee

This policy is to be read in conjunction with other school policies. Particular attention should be paid to the assessment and recording and behaviour policies. Feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive oral and written comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. This can take the form of teacher assessment (both written and verbal) peer assessment and self-assessment. GJS uses recommendations from Education Endowment Foundation on Teacher Feedback to Improve Pupil Learning to inform the policy (Appendix A).

As a Teaching Standard (2) teachers are required to *Promote good progress and outcomes in pupils by employing a very effective range of strategies that support children to reflect on the progress they have, their achievements and how they can improve.* This can also take a number of forms. Failure to consistently comply with the school policy could result in disciplinary action using the school's Code of Conduct and Disciplinary and Capability Procedure

This policy is underpinned by the schools commitment to the UN Convention on the Rights of the Child and the articles within with particular regard to Article 28 - *Every child has the right to an education.*

Aims of feedback

We offer feedback on children's work in order to:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focusses on moving learning forward
- Plan for how pupils will receive AND USE feedback
- provide information for assessment
- encourage, motivate, support and promote positive attitudes and raise levels of self esteem
- promote higher standards
- correct errors and clear up misunderstandings and misconceptions
- recognise achievement, presentation and effort
- provide constructive feedback
- show pupils that we value their work

- allow pupils to reflect on their past performances and to set new targets together with the teacher.
- Develop skills in the children and their peers to appropriately critique their own and others' work.

Principles

At Godalming Junior School feedback must:

- **Be developmental**
- Be appropriate to the task and time-efficient for staff
- Raise attainment
- Celebrate and foster success
- Give clear strategies for improvement
- Be related to individual needs, attainment and ability
- Be related to specific criteria/learning objectives which the pupils' are told at the beginning of each lesson
- Follow consistent practice and high quality instruction throughout the school thus reducing the work feedback needs to do
- Ensure that pupils know how well they are doing and what they need to improve to make further progress
- Allow time for the children to read, reflect and respond to marking
- Involve pupils in the process, whether written or oral, across all subjects
- Train pupils to self assess their own work and that of a peer; pupil involvement is one of the most important components of AFL
- Be manageable and sustainable by those carrying it out using a range of strategies

Guidelines for Implementation

We use feedback to:

- Raise attainment
- Ensure progress
- Inform planning
- promote self assessment
- promote peer assessment

Professional Judgement

Feedback is provided for the direct benefit and improvement of the children's learning. Feedback is therefore undertaken to inform the child of their success against the learning intention, the success criteria, the progress they are making, next steps in learning and targets they need to work towards. It is recognised that some pieces of work will not be formally marked, as feedback is only effective if the child is given opportunities to respond to the comments. Not all pieces of work can be marked in depth, nor do they need to be if pupils have been provided with **verbal feedback** during the lesson. Furthermore if they cannot yet access the written comments then feedback should be verbal. Some suggestions for quality feedback:

- **Feedback verbally as often as possible.**
- Where possible, at appropriate times, pupils will be given time to respond to any feedback.

- **ALL** pieces of work will be acknowledged if quality feedback is not given.
- The areas of strength and the developmental comment will be directly taken from year specific expectations if appropriate e.g. English writing ladders
- The 'wish' could also take the form of a question that the child responds to next time or addresses in the next piece of work.
- For mathematical or scientific work this may appear in a different form e.g. extension question, consolidation question
- Feedback on basic skills such as spelling and punctuation will be **an addition** to the feedback regarding the learning unless the piece is being edited specifically for redrafting.
- Children may use calculators to check their own work during a lesson and verbally feedback to teachers their success or areas for improvement.
- Sometimes teachers might give comments and feedback that directly relates to the 'WALT' - (We Are Learning To)
- Teachers may feedback to specific groups of pupils, so that they can focus on developing particular objectives
- Give quality feedback in foundation subjects too, particularly part way through a blocked unit so that way you can identify any issues that arise.
- Feedback in foundation areas **SHOULD** relate to the skills within the topic **NOT JUST** being an English focus. Teachers will use their professional judgement in managing this.
- Feedback can be given from support staff (if clear on what they are marking and familiar with success criteria) or fellow peers (as long as there has been time spent on **HOW** to peer assess effectively as a class)
- Plenary elements of lessons can be used to edit/improve, consolidate or extend learning to inform the teacher, before looking in books regarding, the level of 'success' in the different groups of learners
- Lessons themselves could be considered 'edit and improve' lessons if it is felt the introduction segment of a lesson offers insufficient time to reflect on prior learning and comments made

SPAG

Spelling, punctuation, handwriting, grammar etc. **should not be given feedback in every lesson**, because effectively pupils cannot focus on everything at once. Where this is given, care should be taken on identifying only the key areas for development and not overloading the pupil. However, once the pupils have finished their piece of work please ask them to check and correct what they believe they can improve, they can then work with talk partners on occasions. Sometimes let the pupils know that you will be marking for everything and thoroughly mark either their whole piece of writing or the first paragraph.

Self and Peer Marking

Children should evaluate their own and others work where possible and appropriate. Pupils can look for their own achievements and an area to focus on; highlighters can be used for this.

Pupils **MUST** be taught the skills and strategies for self and peer marking **effectively**.

Pupils **MUST** be trained in peer marking where ground rules are established.

Children will be encouraged to discuss each other's work together.

Children need to be exposed to explicit learning intentions, outcomes or success criteria in order to self or peer assess effectively.

Agreed Code

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The agreed codes (appendix B) will be used by every teacher (with a particular English focus and possibly other subjects) so that all children are aware of the meanings of the various feedbacks e.g. VF = Verbal Feedback, CT = worked with class teacher. Sticky labels or 'post it's' can be used to provide feedback in a more informal way also in order to avoid potentially 'defacing' finished work or work in progress in subjects such as art.

Over the course of a week, within core subjects, there should be opportunities for children to engage or receive formal written feedback **at least once** from the teacher and other forms of feedback using the varying ways it can be given.

An example must be that over the course of the week (5 core sessions) children have had the opportunity to:

Subject	CT Feedback - Up to 3★'s and a Wish	Peer-Feedback	Self-Feedback	Verbal Feedback
English	Twice	Once	Once	Once
Shared Reading	Once	As required		
Maths	Twice	Once	Once	Once
Foundation Sub.	Twice ½ Termly	At least once ½ Termly	At least once ½ Termly	At least once ½ Termly

Teachers will of course be given autonomy and professional flexibility to manage this as they see fit as there will be exceptions due to the nature of the activity, unit and expectations. Feedback must not consist of vague remarks but on **constructive, developmental and purposeful** comments. Pupils must be given opportunities to 'use' feedback enabling the feedback 'loop' to be closed so that pupil's progress can be achieved. This should take place during early morning activities.

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling feedback and the through leaders' monitoring cycle. This will be carried out as required by subject leaders, SLT and by the headteacher.

Feedback Procedures

Feedback will refer to the learning intention (WALT) or question such as “You have identified key events in the story”. If the pupil has received *extra* support to achieve this then add “with extra support” or “with adult help”. If they have not achieved the learning intention or then the feedback should start “Next time” and be written looking towards the future.

The next part of the feedback looks to either embed learning, or extend understanding or learning possibly into a new application of the concept.

If the pupil needs reminding to add something from the success criteria then begin the feedback with *Remember...* If the pupil requires an extension to their learning then begin the feedback with *Next time...*

If the pupil requires an activity to either embed or extend the learning then scaffold the activity by modelling what is expected.

Feedback Examples

Good try! Next time you will be able to infer characters feelings.

Well done! You have identified key events in a myth with help. Remember to use more information from the story in your prediction.

Amazing! You have explained why you prefer the Birth of Stars myth. Next time use the connectives besides and meanwhile.

Write a sentence like mine using the connective meanwhile.

On the first day of the universe the stars were thinking about what colour to shine meanwhile the planets were lining up in order of size.

3 stars and a wish marking - Year 6 exemplar



Your writing is well paced and the events are logically related.



Good consistent and fluent writing style.



Correct use of brackets and commas



Try to vary the length of your sentences

- Peer-Assessed



- Self-Assessed



- Verbal Feedback Given

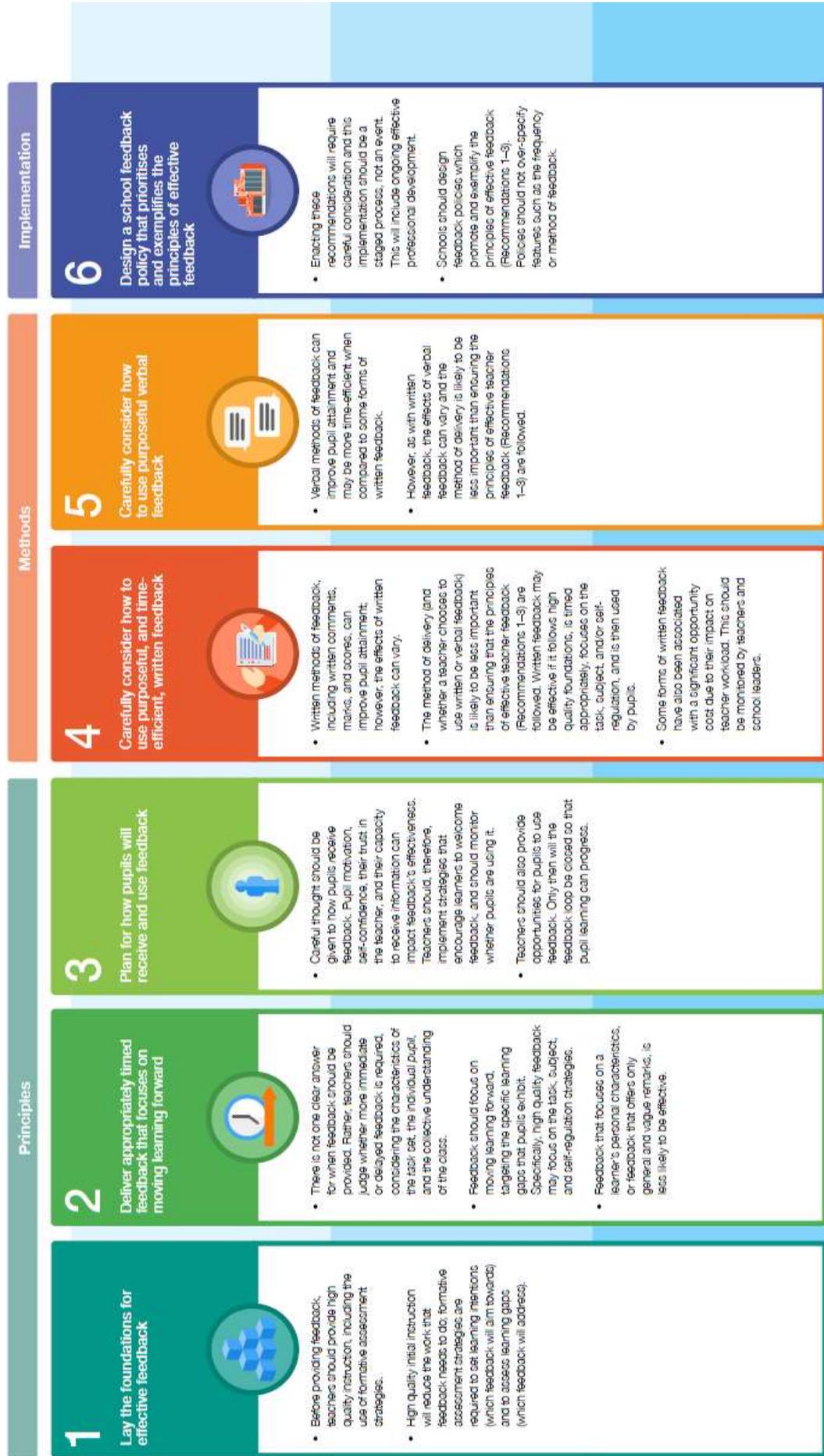


- Teacher feedback



TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations





Godalming Junior School

GJS Feedback Symbols

These are the symbols we use when giving feedback for children's writing in any subject.

Symbol	Meaning of symbol
✓	Good work/point made
✓✓	Excellent work/ point made
Sp	Spelling error
~~~~~	If highlighting spelling error, underline with a squiggly line
P	Punctuation mistake
//	New paragraph
?	This doesn't make sense/ confusing point
LSA Sup	Work supported by LSA
★	Strength - where possible this is linked to WALT and/or SC
✏️	Next step