



FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

Fairford C of E Primary School



Feedback Policy

Reviewed by Curriculum and Standards Committee: April 2026

Date of next review: April 2028

Feedback Policy

Vision and Values

Our school vision is: *Isaiah 49:16 "I have written your name on the palms of my hands".*

Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.

At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community

Perseverance

Friendship

Respect

Forgiveness

Trust

Thankfulness

1. Summary

1.1 This policy gives guidance to staff on the purpose, types and frequency of feedback. It is based upon strong research by the EEF (Education Endowment Foundation).

1.2 All feedback should have a clear purpose for either the child or the teacher depending on the learning objective. Children need to know what they have achieved and how to improve their work. Teachers and support staff need to know what children can do so that they can meet their learning needs effectively.

1.3 Feedback must be part of the wider assessment policy, which includes:

- observing children;
- questioning children;
- listening to children;
- discussing and reviewing; and
- joint target setting.

2. The Aims and Purpose of Feedback

2.1. Feedback may be task specific, subject specific or a matter of self-regulation.

2.1.1 Task specific feedback

This is 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, give a mark and will offer specific advice on how to improve learning.

2.1.2 Subject Specific feedback

This is feedback which targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.

2.1.3 Self-regulation strategies

This 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.

2.2 Feedback on children's work is an important part of the learning process and should always be carried out with great care and sensitivity. It is also required to be Task, Subject or Self-regulation focused. Each teacher will make the feedback procedure clear to their class/year group at the start of the academic year. Pupil feedback policies will be displayed in all classrooms for reference. It is vitally important that the feedback is consistent and clearly understood by all adults who work with the class.

2.3 Starting points for feedback should be based on clear learning objectives (e.g. WALT or key question) in age appropriate, child friendly language where children can understand what they are being evaluated against as well as what they have to aim for. Where appropriate, success criteria will enable children to self-assess and become successful learners.

2.4 In aiming for consistency we need to make sure that we:

- involve children in the process through listening, discussion and questions;
- praise and encourage achievement without lowering self-esteem through too frequent negative feedback;
- communicate clear expectations of learning; easy to understand feedback is essential;
- provide evidence of development so that children know they are making progress; and
- focus and draw attention to accuracy as well as to inaccuracies in order to boost self-esteem and also quickly identify where mistakes have been made.

3. Self Evaluation

KS2

- Pupils evaluate their own work, with guidance, whenever the opportunity is appropriate.

- They do this against the success criteria discussed during the lesson.

KS1

- On occasions pupils will be asked to look at, discuss or evaluate their own work.

4. Peer Evaluation

KS2

- Pupils will also be given the opportunity to evaluate their peers' work against success criteria, with guidance.

KS1

- On occasions pupils will be asked to look at, discuss or evaluate each other's work.

5. DIE Feedback

Where appropriate, we use DIE (Diagnose, Intervene, Evaluate) feedback within sessions to promote immediate progress. Adults will assess the work of specific groups or individuals and a range of symbols will be used (see Appendix A at the end of this policy) or comments made to identify immediate improvement areas. Children's work should show the impact of this feedback within the session. DIE feedback is responded to in purple pen by the children.

6. Methods of Feedback

Both Key Stages

- Use a different coloured pen from the child's work to add feedback.
- Highlighters/coloured pens are used to indicate positive (pink) or development (green) aspects.
- The appropriate Key Stage Feedback Policy for Pupils (see paragraph 4 above and Appendix A at the end of this policy) contains an explanation of the codes used.

7. Policy Review

This policy will be reviewed every two years by the Head teacher and Curriculum and Standards Committee of the Governing Body.

APPENDIX A

KS2 FEEDBACK POLICY FOR PUPILS

We use the following marks.....

MARK	MEANS.....
underlined word	Spelling mistake
//	Start a new paragraph
wiggle	Doesn't make sense, What's missing here – a word/phrase?
✓	Well written section
✓✓	Well above expectations
VF	Verbal feedback (adult/child response should be noted)
S	Supported by an adult
M	Merit for excellent work

NB. Symbols will be used as appropriate for each year group.

LKS2 'DIE' marking symbols ...

Read Aloud	Read your work out loud – used in conjunction with a green wiggle.
<u>underlined words</u>	Look at this spelling
//	New paragraph
CL	Use capital letter / incorrect use of CL
P	Punctuation missing or incorrect
Ad	Add an adjective
ENP	Add or edit an expanded noun phrase
Syn	Find a word to replace this word with a similar meaning – extending vocabulary
AP	Adverbial phrase (normally used for missing comma) – could be used to say “Add an adverbial phrase.”
FAD	Same as above but prior to main clause

Co-con	For, and, but, or, yet, so
Sub – con	Subordinating conjunction before or after main clause
“ ”	An error has been made when writing dialogue
DIE marking comment	A comment for the children to action: add ‘x’; add expanded noun phrase; edit punctuation; use ‘x’; check tense; sentence too long, formality, etc

NB. Symbols will be used as appropriate for each year group.

UKS2 ‘DIE’ marking symbols ...

Read Aloud	Read your work out loud – used in conjunction with a green wiggle.
<u>underlined words</u>	Look at this spelling
//	New paragraph
CL	Use capital letter / incorrect use of CL
P	Punctuation missing or incorrect
Ad	Add an adjective
ENP	Add or edit an expanded noun phrase
Syn	Find a word to replace this word with a similar meaning – extending vocabulary
AP	Adverbial phrase (normally used for missing comma) – could be used to say “Add an adverbial phrase.”
FAd	Same as above but prior to main clause
Co - con	For, and, but, or, yet, so
Sub – con	Subordinating conjunction before or after main clause
RC	Add or edit a relative clause
“ ”	An error has been made when writing dialogue
De: de	Use a De: de or can be turned into a De: de – needs extra comment
Some; others.	Sentence has incorrect punctuation for Some; others or can be turned into a T:P;P;P – needs extra comment
T:P;P;P.	Sentence has incorrect punctuation for T:P;P;P: or can be turned into a T:P;P;P – needs extra comment

DIE marking comment	A comment for the children to action: add 'x'; add expanded noun phrase; edit punctuation; use 'x'; check tense; sentence too long, formality, etc
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NB. Symbols will be used as appropriate for each year group.

EYFS / KS1 FEEDBACK POLICY FOR PUPILS

We use the following marks.....

MARK	MEANS.....
GR	EYFS – guided reading session
S	Supported by an adult – may include notes regarding level of support (eg. Scribe, grouped work, 1 to 1 and shared work)
I	Independent work
underlined word	Look at this spelling
VF	Verbal feedback

KS1 'DIE' marking symbols ...

CL	Capital letters
	Finger spaces
●	Full stops
?	? – should be added
!	! – should be added
Ad	Add an adjective
	Conjunction – and, but, or
SC	Use a subordinate clause – subordinate clause that starts with 'because', 'when', 'if' or 'that'
^	Anything missing (may include relevant comment specifying what is missing)

NB. Symbols will be used as appropriate for each year group