



**At Claypool everyone is valued, inspired and nurtured
on their individual journey of success.**

Feedback to Pupils Policy

Policy lead: A. Hulme

Last interim review by the Policy Lead	Autumn 2025
Last full review by the Policies Committee	Spring 2025

Next interim review by the Policy Lead	Autumn 2026
Next full review by the Policies Committee	Spring 2028

Introduction

At Claypool Primary School, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Feedback can be in a variety of forms and we are conscious of over reliance on written feedback and concerns about its effectiveness. At Claypool Primary School, we aim to ensure that marking is meaningful, manageable and motivating. The Department for Education's (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload. This has prompted Claypool Primary School, working in collaboration with 'Primary Alliance, Supporting Schools' (PASS) group, to investigate alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations and those of the DfE's expert group.

Our core principles on feedback are:

- The focus of feedback should be to further children's learning.
- Feedback should ensure that effort is praised.
- Feedback should be consistent and accessible to children according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such, when delivered in lessons is more effective than comments provided later.
- Feedback can be delivered in many forms – not just written, this can include the use of technology.
- All children's work should be reviewed by teachers at the earliest opportunity for it to impact upon future learning. When work is reviewed, it should be acknowledged in books.

In all these principles, we would acknowledge the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Type of Feedback	What it looks like	Evidence (for observers)
Immediate	• Takes place in lesson with whole class, individuals or small groups. • Often given verbally to pupils for immediate action following on from 'over the shoulder' marking. • Includes teacher gathering feedback from teaching including white boards, learning in books etc. • May involve use of a learning support assistant to provide support or further challenge. • May redirect the focus of the teaching and/or task.	• Lesson observations • Some evidence of annotations to guide learning • Progression in book

	• May include annotations to guide learning.	
Summary	• Can take place at any given time during the lesson or at the end of a lesson. • May take the form of self or peer assessment against an agreed set of criteria. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson e.g. showing a good model (visualiser) or mini plenaries. • In some cases, may guide a teacher's review feedback.	• Lesson observations • Some evidence of self and/or peer assessment
Review	• Takes place away from the point of teaching. • May involve written comments/annotations. • Spelling corrections (individually related).	• Acknowledgement of work completed (may confirm self-assessment) • Written comments/action if appropriate

Inclusion

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities and/or special educational needs.