



CHRIST CHURCH CHORLEYWOOD



***“What we nurture today, flourishes tomorrow.”***

***“I am the vine, and you are the branches. Those who remain in me, and I in them, will bear much fruit; for you can do nothing without me.” John 15***

***love | joy | peace | patience | kindness | goodness | faithfulness | gentleness | self-control***

## LEARNING FEEDBACK POLICY

**Date:** Autumn 2025

**Review date:** Autumn 2026

### 1. Introduction

At Christ Church School, we will take a professional approach to feedback. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will give regular feedback as an essential part of the assessment process.

### 2. Aims

We offer feedback in order to:

- Show that we value the children's work and encourage them to value it too.
- Boost the children's self-esteem, and raise aspirations, through use of praise and encouragement.
- Give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future.
- Offer the children specific information on the extent to which they have met the learning objective, and/or the individual targets set for them.
- Share expectations.
- Gauge the children's understanding and identify any misconceptions.
- Provide the ongoing assessment that should inform future learning planning.

### 3. Principles of Learning Feedback

*We believe that the following principles should underpin all feedback:*

- High quality feedback improves the quality of learning. Day-to-day feedback should be informing the teacher and diagnosing subsequent areas for learning.
- The process of offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Feedback is a dialogue that takes place between teacher and pupil, wherever possible while the task is still being completed.
- Whenever possible, feedback will involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate.
- Feedback will focus on only one or two key areas for improvement at any one time.
- Where a child is not able to read and respond to any written feedback in the usual way (EYFS & KS1 in particular), other arrangements for communication will be made.
- Any specific written feedback should not promote further workload for the teacher.
- Written feedback should be appropriate to the age and ability of the child and may vary across year groups and key stages.
- Any written feedback should always relate to the learning objective.
- When appropriate, children may mark their own or another child's work.

### 4. Monitoring and review

We will review this policy annually in the autumn term.

**Chess Valley Primary Learning Trust**

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## Appendix 1: Practicalities including 'Setting Out'

### EYFS & KS1

- ✓ YR and Y1 have the learning objective spoken or displayed on the board.
- ✓ Y1 use a date stamp to indicate the date on which the work was started.
- ✓ Y2 use the short date (numerals only) in all workbooks except English where the long date (day & month in words) is used.
- ✓ In KS1, where a topic summary sheet is used, L.O.s may be marked by a number and not written out in full, e.g L.O.1, L.O.2 etc.
- ✓ In maths, when using squared maths books, children are reminded of the "one digit to one box" rule and the need to leave clear space around each part of their work. Numbers should be clear.
- ✓ Y2 maths workbooks should have a margin.

### KS2

- ✓ Y3 only use the short date (numerals only) in all workbooks except English where the long date (day & month in words) is used.
- ✓ Y4, Y5 and Y6 write the long date and underline this in all workbooks except maths, where it is the short date.
- ✓ Teachers expect use of a ruler/pencil for all underlining and drawing of lines or tables in a workbook.
- ✓ All workbooks should have a margin.
- ✓ The learning objective is written at the beginning of the work. This is for all subjects in Key Stage 2.
- ✓ Where a topic summary sheet is used, L.O.s may be marked by a number and not written out in full, e.g L.O.1, L.O.2 etc.
- ✓ In Year 6, next to the L.O., there will be use of a symbol 'R' to indicate the work is a 'Recap' Year 5 lesson.
- ✓ All children must miss a line before starting work.
- ✓ Children should use all available space in their books.
- ✓ Children must leave a line before ruling off underneath any written feedback.
- ✓ Teachers will make a judgement about how many lines are left before a new page can be started.
- ✓ In maths, each child is reminded of the "one digit to one box" rule and the need to leave clear space around each part of their work. Numbers should be clear.
- ✓ All children are encouraged to independently re-read their work and check through for accuracy.

### Verbal Feedback

- ✓ Verbal feedback is given to link lesson objectives with ideas for further improvement.
- ✓ All teachers make use of age-appropriate verbal feedback within their class to indicate how learning can move forward.
- ✓ Teachers are encouraged to undertake 'live' marking (verbal & written feedback at the time the work is being done) during a lesson or activity.

### General Written Feedback

- ✓ A red pen is used.
- ✓ Written comments in great detail is not expected where verbal feedback or 'live' marking is employed.
- ✓ A coloured highlighter slash through the Learning Objective (L.O.) will indicate whether the child is meeting expectations.
- ✓ The L.O. should be highlighted blue (greater depth within Age-Related Expectations – GDS), green (Expected Standards – EXS) or orange/amber (Working Towards the Standard – WTS) as appropriate to indicate to the child their success/or not at meeting the main objective of the learning.
- ✓ Strengths and good features are reflected by ticks and/or double ticks.
- ✓ Where written feedback is given, teachers make use of 'next-steps', where appropriate, i.e. written comments about what the child can improve further and move their learning forward.
- ✓ Teachers explain the marking symbols to their class.

### KS2 Specific Written Feedback

- ✓ Year 3 & Year 4 teachers expect and encourage the children to self-evaluate the L.O.: appropriate, to indicate their understanding.

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- ✓ In Year 3 & Year 4, the teachers highlight the L.O. as set out above under general written feedback.
- ✓ In Year 5 & Year 6, the teachers highlight the L.O. or children if instructed, to indicate understanding or to evaluate their work.
- ✓ When checking their own work or that of their peers, children in Year 3 & Year 4 use a green pen.
- ✓ Children in Year 5 & Year 6 are encouraged to reflect on their learning using a green pen, as well as edit and improve their work in the same way.
- ✓ In Year 6, teachers will make use of additional symbols for written feedback to identify errors with punctuation (P) or incorrect grammar (G).

### **Correcting Spellings – EYFS & Year 1**

- ✓ From an early age we expect children to use all classroom aids to help them spell correctly, i.e. become independent learners.
- ✓ Children in EYFS & KS1 are encouraged to make phonetically appropriate attempts at spelling words whilst learning the specific spelling rules.
- ✓ Teachers make use of visual aids to support accurate spelling: word fans, sound charts & adult verbal direction help to support accuracy of spelling high frequency words.

### **Correcting Spellings – Year 2 & KS2**

- ✓ We expect children to use all classroom aids to help them spell correctly, i.e., become independent learners.
- ✓ We aim to prevent repeated use of incorrect spellings. e.g., *thay*, *sed*, *sum* – which reinforces wrong visual images.
- ✓ Teachers indicate spellings to be corrected by writing 'sp' in the margin.
- ✓ Teachers will employ their own additional strategies within each class to identify incorrect spellings.
- ✓ Incorrect spelling of subject specific vocabulary and key words, which a teacher judges should be correct, are identified for all children.

### **Other Corrections**

- In maths, where an answer is wrongly calculated a dot (●) is written close to the incorrect answer.

**NB:** *Teachers should not be continually seeing the same mistakes wrong in the same child's book.*

SLT – Autumn 2025