

Comberton Primary School

Feedback to Learning Policy



Review date: September 2025

Policy owner – Kate Hartley, Deena Frost – Sep 25

Agreed by – Sue Wombell, Chair of Raising Standards Committee October 2025

At Comberton, we recognise that effective feedback and marking can have a powerful influence on pupils' learning, motivation, and progression. Feedback is a dialogic process between adult and pupil, or between peers, that should be used consistently by all staff and pupils to support deep, meaningful learning.

Our principles

- The audience for feedback is the child.
- Feedback should celebrate success, identify areas for improvement and support progression.
- Feedback closes the gap between where the child is and where they need to be.
- It must be timely, specific, and age-appropriate, enabling pupils to reflect and improve.
- Approaches to feedback are selected based on sound knowledge of the child, their needs and their stage of learning.
- Feedback should support pupil independence and encourage a growth mindset.
- Effective feedback should also inform planning and teaching to drive the learning forward.
- The process should be manageable for staff and have impact, not just presence.

Expectations

Teaching staff are expected to:

- Provide timely feedback throughout the learning sequence.
- Use professional judgement to select the most effective feedback method for each task or pupil.
- Review and acknowledge all work (excluding Art journals) to demonstrate its value and inform subsequent planning.
- Provide pupils with opportunities to reflect on and respond to feedback.
- Use feedback to drive future learning, not simply to correct.
- Ensure feedback is inclusive, ensuring all children, including those with SEND, can access and understand it.

Pupils are taught and expected to:

- Take responsibility for responding to and acting upon feedback provided.
- Offer constructive feedback to their peers.
- Reflect on their own their learning in order to take their next steps.

Workload

We are committed to ensuring that our feedback policy enhances learning without creating unnecessary workload for staff.

- Feedback strategies should be efficient and purposeful, focusing on what will have the most impact.
- Live marking and peer feedback are encouraged where they are effective.

Feedback

Feedback is information that ‘closes the gap’ between where the child is and where they need to be. It often makes them think hard, review decisions and check whether they are being successful. It supports children to become independent and reflective learners.

At Comberton, feedback can take a variety of approaches:

- Verbal: Immediate, interactive and often the most impactful.
- Written: Used where it has a clear purpose. This may include symbols, short comments, or questions.
- Self-assessment: Children reflect on their own work using checklists, success criteria, or guided reflection prompts.
- Peer assessment: Structured and respectful feedback between pupils, guided by modelled examples and clear expectations.

Effective feedback at Comberton will:

- Prompt thinking and reflection.
- Reinforce successes and identify misconceptions.
- Be timely, relevant, and accessible.

Marking

A variety of approaches to marking will be taken as appropriate to the child’s need, age, task and subject area:

- Corrective marking (e.g., editing or reworking parts of a task).
- Reflective prompts or questions to deepen understanding.
- Modelling improved responses.
- Consolidation tasks based on misconceptions.

Not all work will be marked in depth; teachers will mark in line with the purpose of the task, pupil need, and learning focus. When written marking is used, it should be meaningful and understood by the child. Children should be given time to respond to marking and improve their work.

In Key Stage One	In Key Stage Two
<ul style="list-style-type: none"> • All positives will be marked in green • Areas for improvement identified in pink • Codes used include sp (spelling), P (punctuation), G (grammar), VF (verbal feedback) and DS (dictated sentences) • Pupils will respond where appropriate <p>→ Expectation for child to ‘act’ on feedback</p> <ul style="list-style-type: none"> • SPAG will be corrected as appropriate to the child • Reversals will be corrected • Correct answers may be ticked, incorrect answers dotted • Good presentation will be reinforced • S will indicate support given • I will indicate independent work, where appropriate 	<ul style="list-style-type: none"> • All marking is in green • Codes used include sp (spelling), P (punctuation), G (grammar), VF (verbal feedback) and DS (dictated sentences) • Pupils will respond where appropriate • Pupils will edit in blue pen <p>→ Expectation for child to ‘act’ on feedback</p> <ul style="list-style-type: none"> • SPAG will be corrected as appropriate to the child • Reversals will be corrected • Correct answers may be ticked, incorrect answers dotted • Good presentation, including the use of joined handwriting, will be consistently reinforced • S will indicate support given • I will indicate independent work, where

<ul style="list-style-type: none"> Detailed marking in writing books (using grid or margin) 	<p>appropriate</p> <ul style="list-style-type: none"> Detailed marking in writing books (using grid or margin)
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Early Years

In the Early Years Foundation Stage (EYFS), feedback is highly personalised, immediate, and predominantly verbal.

- Staff provide guidance during learning through on-the-spot feedback that supports play, exploration, and early skill development.
- Where written work is produced, any comments will be discussed with the child at the point of writing.
- Observations may include annotated feedback that captures progress, the child's voice, and next steps.
- EYFS feedback aligns with the whole-school principles while recognising the developmental stage of the children.

Pride and Presentation

Presentation will be explicitly modelled for children, with feedback provided to ensure high standards are met. Excellent presentation and noticeable improvements will be acknowledged, while work that does not reflect a child's best effort will be addressed.

The following expectations will be shared:

- The date (short date in Maths and long date in English) will be recorded at the top of the page on the left hand side and underlined.
- The specific learning objective (WALT -) will be recorded at the start of the piece of work (underlined and on the left hand side).
- In the summer term of Year 3, a handwriting pen will be introduced when a child demonstrates consistently neat, legible, and joined handwriting, and can maintain appropriate letter size, spacing, and line use across different pieces of work.
- A pencil will be used for all Maths work, as well as for underlining, and drawing margins and tables.
- In Maths, digits should be recorded with one digit per square.
- Children's written responses to Maths feedback will be completed in blue pen

Monitoring and review

The quality and effectiveness of feedback and marking will be monitored regularly using a variety of approaches:

- Lesson observations
- Pupil conversations
- Book trawls
- Planning scrutiny
- Phase meetings

The Raising Standards Committee of the Governing body will monitor the implementation and impact of this policy and the policy will be reviewed every 2 years.

