



**Flying  
High  
Partnership**

**We are flying high**

# **Whipman Woods Flying High Academy**



## **Feedback Policy**

September 2025

together we make every day count

## Aims

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation 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 that it is meaningful.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

## Purpose of feedback

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g. making corrections to spellings, punctuation or elements of grammar).

## Teacher feedback

The EEF Feedback Guidance Report (2021), highlights this specific form of feedback may be defined as: 'information given by a teacher to pupil(s) about their performance that aims to improve learning.' When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways. Feedback can focus on different content;

- be delivered in different methods;
- be directed to different people; and
- be delivered at different times.

These four aspects of feedback are expanded below.



## Progression of feedback

While the purpose of feedback remains consistent across all years at Whipman Woods Flying High Academy, the type of feedback given will vary depending on the age of the children.

The importance of editing in our feedback cycle:

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*“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” - DfE, 2016*

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### How we give feedback

Type	What it looks like	Evidence
Immediate  Working the room	<p>Takes place during a lesson with individuals, groups or the whole class.</p> <p>Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.</p> <p>Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task.</p> <p>Praises effort and contributions.</p>	Lesson observations; learning walks.
Responsive (catch-up)	<p>Takes place after the lesson or activity with individuals or groups.</p> <p>Addresses knowledge from the lesson or activity or missing prior knowledge.</p> <p>Often given verbally with time to rehearse knowledge immediately.</p> <p>An element of the child’s responses to catch-up are recorded in their workbooks to show progress over time.</p>	Learning walks; Lesson observations, book looks.
Summary (feed-forward)	<p>Involves reading/looking at the work of all pupils at the end of a lesson or unit.</p> <p>Identifies key strengths and misconceptions for the class or sub-groups.</p> <p>Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups.</p> <p>Allocates time for editing based on feedback given or rehearsal of knowledge.</p> <p>May involve some peer support or support from a teaching assistant.</p> <p>May be delivered by the teacher or a teaching assistant.</p>	Planning looks; lesson observations; learning walks; book looks.

**General**

- Learning Objective (LO) tickets will be stuck in at the top of the page against the left hand margin or written by older children.
- LO will be stuck in straight and neat: no folds.
- Children in Year 2 upwards will also write the date (this is to support with children becoming transcriptionally fluent).
- Level of support provided will be identified on each piece of work using either I – Independent, T – Teacher support or TA – Teaching Assistant Support.
- Where the learning objective has been met, a tick will be placed in the margin to the left of the objective.
- All feedback will be developmental and focused around the learning objective.
- Language will be accessible to the child concerned and phrased positively whether verbal or written.
- Verbal feedback will be used throughout lessons.
- Written comments will be found at the end of the work, where appropriate. All staff will mark in green. Written feedback will be clear, well presented and modelled appropriate to the age of the children, with correct use of spelling, punctuation and grammar.
- A piece of writing each half term will be marked against the TAF.
- Where work is marked by the child (whole class marking), this will be done in purple. Pupils also respond to marking in purple.

**EYFS/KS1**

- Identify strengths and next steps in work – proof reading and editing time to be given. This will be modelled for the children by the class teacher and TA. Children will edit and improve their work in **purple pen**.
- Live marking and immediate feedback will be given, with the learners responding to, looking for, and correcting their misconceptions – this will need to be modelled for the children and some children will need further scaffolding with this.
- In English, during the ‘write’ aspect of the sequence and when sentences are dictated, children will mark their own sentence against the teacher’s.
- Marking codes are used in English for dictation, so the level of support is clear:

D3 – Dictated	teacher says the sentence - pupils repeat the sentence - how many words? – repeat each word etc. Remind pupils of demarcation and letter formation. Pupils begin to write the sentence while the teacher holds the sentence for the children – repeating constantly. Teacher live marks the pupils’ writing using the schools marking policy.
D4 – challenge	the pupils are given the dictated sentence but asked to write additional words / phrases into the sentence. E.g. expanded noun phrases / co-ordinating conjunctions / sub-ordinating conjunctions etc.  They wanted some _____ food. They wanted some food and_____.
D5 – independent	pupils are allowed to write a fully composed independent sentence after the dictated sentence has been done. This must continue the writing appropriately. Continuing the dictated sentence supports the emphasis on transcriptional fluency.

**KS2**

- Identify strengths and next steps in work – proof reading and editing time to be given where learners edit in **purple pen**.
- In LKS2, errors will be indicated by underlining (spellings) or circling (other errors) to scaffold pupils thinking. In UKS2, this scaffold will be removed as appropriate for the child. Teachers and TAs will prioritise the focus of feedback as appropriate to the child.
- Live marking and immediate feedback will be given, with the learners responding to, looking for, and correcting their misconceptions in **purple pen**.
- Where children are self or peer marking, teachers will check this for accuracy.