



METROPOLITAN BOROUGH OF CALDERDALE

Woodhouse Primary School

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CURRICULUM AND ASSESSMENT DOCUMENTATION

FEEDBACK POLICY

| | Date | Chair of Governors | Headteacher |
|-------------|------------|--------------------|-------------|
| Adopted | July 2022 | John Eyles | Anne Crane |
| Reviewed | April 2025 | | |
| Updated | June 2025 | | |
| Next review | June 2028 | | |

1. Rationale and Purpose

This policy is rooted in the evidence-based guidance provided by the Education Endowment Foundation (EEF) to improve feedback practices in ways that promote learning, reduce teacher workload, and ensure consistency. The purpose is to provide clear, actionable feedback that supports pupils in understanding their next steps and making progress.

2. Key Principles

We commit to feedback that is:

- **Timely** – Delivered close to the point of teaching and learning
- **Specific and Clear** – Targeted at the learning intention and next steps, moving the learning forward
- **Meaningful** – Tailored to pupil needs and the context of learning.
- **Motivating** – Encouraging pupil engagement and progress
- **Actionable** – Enables pupils to respond and improve.
- **Manageable** – Realistic and sustainable for teachers to implement.

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3. Types of Feedback at Woodhouse

We use a combination of the following feedback strategies, depending on age, subject, and context:

- **Live verbal feedback** – Delivered during lessons; immediate and specific (individual, group, whole class)
- **Live written feedback** – alongside the pupil
- **Whole-class feedback** – Shared after a task to address common strengths and misconceptions.
- **Self-assessment** – Pupils assess their own work using success criteria
- **Targeted written feedback** – Brief and focused, provided where it has the highest impact.

4. Feedback Implementation and Pupil Response

- Pupils must be given time to **respond to feedback** (e.g., via editing, correcting, or improving work). Teachers will build time into lessons for pupils to respond to feedback
- Feedback should **require thinking**—not just fixing errors, but understanding them.
- Teachers will provide **scaffolded support** as needed, depending on the pupil's level of independence.

5. Marking Expectations

- **Marking is not required for every piece of work.**
Teachers use professional judgment to decide whether verbal, written, self, or peer feedback is most effective.
- **Focus is on impact, not volume.**
Written marking should only be used when it adds value to pupil progress.
- **Timeliness is more important than format.**
Feedback should be given at a time when pupils can best use it to improve, often during the lesson.

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