



**Inspiring Primaries
Academy Trust**

Inspiring all to flourish and succeed



IPAT Feedback Policy

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Inspiring Primaries Academy Trust recognise the importance of feedback as an integral part of the teaching and learning cycle and aims to maximise the effectiveness of its use in practice. Research shows that impactful feedback can facilitate an additional 6 months of progress. The trust is mindful of the workload implications of feedback and committed to ensuring that pupils are able to flourish and succeed as they receive high-quality feedback and teaching staff are able to flourish and succeed as they provide this feedback. Our evidence-based approach is built upon the guidance report from EEF ([Teacher Feedback to Improve Pupil Learning](#)).

1. Introduction

- 1.1. Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in pupils' learning.
- 1.2. We acknowledge that feedback comes in various forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly throughout the lesson. All feedback should have a positive tone. It should be learning goal specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.
- 1.3. Feedback shows that staff value the pupil's work and encourages them to value it too.

2. Aims of Feedback

- 2.1. To help pupils make progress
- 2.2. To provide strategies for pupils to improve
- 2.3. To give pupils dedicated time to reflect upon their learning and put effort in to making improvements
- 2.4. To inform planning and structure the next phase of learning by gauging pupil's understanding and identifying misconceptions.
- 2.5. To facilitate effective and realistic target setting for pupils and/or the teacher
- 2.6. To encourage a dialogue to develop between pupil and teacher
- 2.7. To encourage pupils to have a sense of pride in their work
- 2.8. To encourage pupils to perfect presentation
- 2.9. To correct mistakes with a focus on subject-specific skills and strategies.

3. Principles of Feedback

- 3.1. Before providing feedback, teachers should use high-quality instruction, including formative assessment strategies. This will reduce the work feedback needs to do to address learning gaps.
- 3.2. Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback.
- 3.3. Feedback should focus on moving the learning forward, targeting specific learning gaps.
- 3.4. Feedback should be specific. Vague or general feedback that focuses on personal characteristics is less likely to be effective.
- 3.5. Pupils need to be able to receive feedback. Strategies should be implemented so that they welcome feedback and can act upon it.
- 3.6. Teachers should provide opportunities for pupils to use feedback so that pupil learning can progress.

4. Type and Frequency

4.1. Verbal Feedback

- 4.1.1. This is the most frequent form of feedback.
- 4.1.2. It has immediacy and relevance as it leads to direct pupil action.
- 4.1.3. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning.

4.2. Peer Feedback

- 4.2.1. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.
- 4.2.2. Peer feedback needs to be explicitly modelled to pupils and scaffolds put in place to support them to peer assess one another effectively.

4.3. Self Reflection, Assessment & Feedback

- 4.3.1. Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs.
- 4.3.2. Teachers should both help uncover and share the elements of success in learning where appropriate.
- 4.3.3. Self feedback needs to be explicitly modelled to pupils and scaffolds put in place to support them to be successful.

4.4. Written Feedback

- 4.4.1. Written feedback will only be used when the teacher determines it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.
- 4.4.2. Written feedback will model all aspects of our presentation/handwriting expectations.
- 4.4.3. When determined appropriate to use, written feedback will balance the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work.
- 4.4.4. This may include identifying specific issues such as keywords, presentation issues, spellings, etc.; pupils should act upon these.

5. English & Mathematics Feedback

- 5.1. If the English standards of our pupils are going to improve we must all give appropriate and targeted feedback. For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in all forms of feedback.
- 5.2. We all have a duty to be vigilant about the standards of our pupils' mathematics, where appropriate. For example, concepts such as graphs, ratio, proportion, etc. should be monitored accurately across the curriculum.

6. Maximising the Impact and Efficiency of Feedback

- 6.1. This school is committed to supporting a positive work-life balance for staff. It is essential that staff can focus their attention on actions that are going to help pupils learn and minimise any time taken providing feedback that makes no difference to pupils.
- 6.2. To improve the efficiency of written feedback staff will use specified symbols to highlight the areas for improvement and what is required to make those improvements. The symbols used are specific to different phases to make them age-appropriate. Pupils will be taught what the symbols mean and what action is required.
- 6.3. If feedback is provided but the pupils do not respond to the feedback and make the necessary improvements, the time taken to provide the feedback is wasted. As such time will be intentionally built into lessons to provide time for pupils to respond and make improvements following feedback. Staff will ensure pupils understand that this is an essential part of learning. Where appropriate, pupils will respond appropriately using their editing pen of a different colour.
- 6.4. Pupils learn when they have to think deeply. Feedback should require pupils to think deeply as they respond. For example, marking symbols should be placed in the margin of work so that pupils are required to identify where the improvements are necessary.
- 6.5. Whole class feedback is a valuable strategy to provide pupils with meaningful feedback. This will involve four stages;
 - Read
Teacher pupils work with a particular focus on curriculum goals, learning intentions and success criteria.
 - Reflect
Using a whole class feedback form, note down the feedback that needs to be given to the class - focus on curriculum goals, learning intentions and success criteria.
 - Review
Adapt the next lesson to ensure pupils know what they need to do to make progress.
 - Respond
Provide class feedback, sharing examples utilising the class visualiser. Ensure there is time for pupils to respond accordingly using a different coloured pen (edit pen). To be the most effective the pupil response must happen as soon as possible after feedback.

7. IPAT expectations

- 7.1. All work in books should be acknowledged. However, not all work needs the same depth of marking.
- 7.2. At least one piece of extended writing will be marked in depth per taught unit by the teacher. Effective feedback should be given where appropriate prior to the end of a writing sequence.
- 7.3. All books, i.e. science, RE etc. will generally be marked (oversight) before the next lesson.
- 7.4. Misconceptions and common errors (adjustments for SEND) must not go unchallenged and therefore books should not continue to have the same error repeated. Where this is happening would suggest feedback is less effective.
- 7.5. Pupils respond in their edit pens of a different colour.
- 7.6. Rubbers should be discouraged. Corrections should be made by putting a single line through the mistake.

- 7.7. Maths expectation - teachers strategically select questions to correct so that pupils have accurate, high-quality models to refer to.
- 7.8. School/subject leaders QA

8. Support & Development

- 8.1. The right type of feedback delivered at the right time is a highly effective tool for raising attainment, particularly with pupils classified as disadvantaged; therefore, Senior Leaders will provide support and development related to feedback as part of every induction process and review and revisit core strategies every year.
- 8.2. Support and development may involve INSET training, informal teacher-initiated conversations or more formal approaches, such as Lesson Study.
- 8.3. A range of evidence will be triangulated in partnership between teachers and senior leaders when looking at the quality and impact of feedback: conversation with pupils and staff, work celebrations, internal exemplification & moderations, pupil book studies etc.