



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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Feedback Policy

2025 - 26

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|--------------------------------|-----------------------------|
| Date of Approval | Date of Review |
| September 2025 | September 2026 |
| Status and Review Cycle | Non-Statutory Annual |



Purpose

- The purpose of all feedback is to improve the quality of learning for the child and to support them in moving their learning forward. At South Camberley we use the principle of 'live marking' and provide feedback (written or verbal) within the lesson or at the end of a lesson.

Principles

- All feedback has an **impact** on learning and moves learning forward
- All feedback, whether from or to child, is proportionate to the **impact**
- All feedback opportunities are given appropriate amount of **time**
- The circle of feedback is completed - if feedback is given then it is used and **checked up on**

Practice:

- All feedback involves the child actively engaging in the learning and feedback process
- Children are flexibly grouped and an adult focus group addresses misconceptions, gaps and challenges during each lesson – responsive / agile teaching
- All adults in the classroom provide feedback to the child
- Horseshoe (preferably) or focus group set up in classroom to use for conferencing with targeted children.

Musts:

- Acknowledge all books daily. This should be evident in purple and green feedback and show an improvement in work from this.
- Daily book look should take place after each lesson and class teacher to organise groups clearly to identify next steps for all learners for the next lesson.
- At the end of each write, there is a whole class review and feedback approach
- All (appropriate to age and ability) basic skills are addressed and corrected before moving onto another piece of writing. These are picked up on in all subjects.
- In maths, teacher helicopter to give fast feedback and use agile teaching to flexibly group children
- Use cooperative review and/or cooperative editing during the writing process.
- Marking code and policy is shared with the children and revisited when necessary.
- Ensure appropriate time is planned for feedback and response within lessons

Children will:

- Give and receive feedback and respond appropriately
- Edit and improve their own work
- In maths, identify and fix errors
- Use school marking codes
- Write legibly modelling handwriting policy and use of lines

"Any feedback that doesn't lead to a change in behaviour is redundant– there must be a point to it." John Hattie