



Pirton Hill Primary School Providing Children with Feedback (Spring 2025)

Feedback from teachers plays a key role in helping children learn. Good feedback helps pupils understand what they are doing well and what they need to improve.



Over the last 18 months we have been developing the ways in which we provide children with feedback, so that **teachers can better support your child's progress** and confidence in learning.

We have used an **evidence-informed approach** – looking at what we can learn from research, and ‘best practice’, to implement the best ways for teachers to give feedback so that it truly supports learning.

This guide gives you an overview of what we do (and don't do) when giving feedback to your child.

The full version of the Pirton Hill Feedback Framework is available on the school website.



Good Teaching Comes First

Before giving feedback, teachers aim to provide clear and **high-quality teaching**. This includes:

- Being clear about **what we are learning** in the lesson (*we call this the 'learning objective'*);
- telling the children **what they need to do to be successful** in the lesson (*we call this the 'success criteria'*); and
- **regularly checking pupils' understanding** during the lessons.

If children are successful in their learning when they first do it, they don't need as much feedback!

Our new Teaching and Learning Policy is available on the school website.



Timing of Feedback Matters

There is no single right time to give feedback.

Sometimes, **immediate feedback** is best, such as during a lesson when a teacher spots a mistake. This stops a mistake becoming a misconception.

Other times, it may be better to wait, giving pupils time to reflect on their work.

And, on some occasions, where multiple children have made the same error, it is better to **adapt the planning for the next lesson** and reteach the learning (*to a group or the whole class*) to secure a firm understanding.



Feedback Should Move Learning Forward

The best feedback helps children improve their learning. It should focus on the **task**, the **subject**, or ways to improve **learning skills**.

Teachers ensure that feedback that is too general (e.g., "good job!") or focused on personal traits (e.g., "you are smart") is less helpful.



Pupils Must Understand and Use Feedback

How pupils receive feedback is important. If they lack confidence or feel discouraged, they may ignore it.

Teachers **plan carefully** for how feedback will be given and **teach** the children how to use feedback to improve their work.

Children are also **given time** in lessons to respond to feedback and further their learning. This is completed in **purple pen**.



Verbal Feedback

Providing spoken feedback in lessons is the **most immediate and efficient strategy**. It allows children to make a change straight away. It also allows a **dialogue** between the teacher and child to ensure that they **really do understand!**



1	✓
2	✗
3	✓
4	✓
5	✗

A little word on “Marking”

There is **very little** research evidence that written marking in books helps a child to learn.

Children often **struggle to read** written feedback or **struggle to understand** how to progress their learning from it (*if they didn't understand in the previous lesson, trying to overcome a misconception based on a sentence from the teacher is unlikely*). Teacher time is better spent **adapting the planning and teaching** (*to show the children how to overcome misconceptions*) rather than time spent writing written comments.

Therefore, **you will see limited written marking from the teacher in our books**. This does not mean that they are not looked at; they are – both during the lesson to give immediate feedback and after the learning to adapt the plan for the next lesson.

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Teaching and Learning Survey (Jan25)

In January we conducted a short survey with the pupils. This showed that:

- **Over 95%** of children feel that their teacher tells them what **they have done well** and what they **need to do to improve** in every lesson.
- **93%** of children stated that their **teacher shows them how to improve their work** and that their **teacher helps them to learn from their mistakes**.