

Feedback Statement – Primary Phase

Rationale

At The Consortium Academy Trust, we believe that high-quality feedback is essential in driving learner progress, promoting self-reflection, and developing independence. Effective feedback enables learners to understand their strengths, identify areas for improvement, and make informed next steps in their learning journey.

Feedback should:

- Recognise and celebrate achievement
- Support learners to understand how to improve
- Promote motivation, resilience and confidence
- Be timely, meaningful, and manageable

Guiding Principles for Feedback

1. Impactful – Feedback must lead to a change in thinking or an improvement in outcomes.
2. Timely – The closer to the point of teaching, the more effective the feedback. Most feedback will take place live within the lesson.
3. Verbal First – Spoken feedback is the primary mode, supported by visible improvements in work and teacher modelling.
4. Learner-Informed – Learners must act on feedback. Time is built into lessons for pupils to reflect and improve.
5. Purposeful – All feedback, whether verbal or written, must serve a clear learning purpose.
6. Sustainable – Feedback should enhance learning without creating unnecessary workload.

Responsibilities

Teachers and Teaching Assistants will:

- Provide live verbal feedback during lessons, focusing on the lesson objective, success criteria, standard of work, presentation, and effort.
- Use diagnostic questioning to assess understanding and provide real-time feedback.
- Model high expectations in their teacher modelling books and under the visualiser.
- Carry out a daily review of pupil books 'Flick Back' to identify gaps and inform next steps in planning, recording findings in their teacher modelling books (Appendix 1).
- Ensure written feedback (where given) models expectations for presentation and supports learner progress. Marking should be done with the school's designated pen colour.

- Avoid written feedback in Year 6 writing books during the Spring and Summer terms, in line with assessment principles.

Subject Leaders will:

- Monitor the quality and consistency of feedback across their subject.
- Support staff in implementing effective feedback strategies.

Senior Leaders will:

- Evaluate the impact of feedback on pupil outcomes and teaching practice.
- Monitor feedback through lesson visits, work reviews, and pupil voice.

Feedback in Practice

- All feedback (except moderation) is live.
- Teachers give frequent verbal feedback to individuals, groups, or the whole class.
- Learners act on feedback immediately, using the same pen/pencil as the original work – no rubbing out permitted.
- Closed tasks (e.g., quizzes) are self-marked with ticks (✓) and dots (•).
- Teachers use visualisers to model self-assessment techniques and effective writing strategies.

Self and Peer Feedback

- Partner feedback is always verbal.
- Learners may improve their own work using success criteria or learning objectives.
- Opportunities are built in for pupils to reflect and redraft.

Subject Specific

Feedback During Writing

- Teachers identify and draw attention to mis-spelt age-related words.
- Written feedback is not provided in independent Year 6 writing in Spring and Summer.
- Teachers use feedback to guide improvements during the drafting process.

Moderation

- Termly moderation of writing portfolios will take place using a consistent assessment framework.
- Staff will assess up to six learner portfolios per cycle.
- The Trust will explore the use of technology to reduce workload during the moderation process.