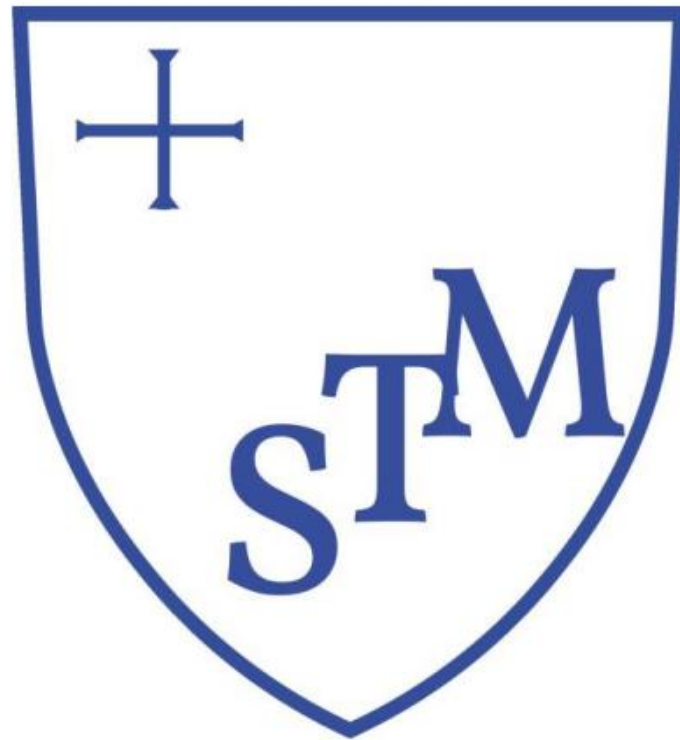


St Martin's C of E Primary School



EYFS Feedback Policy

April 2026

Intent:

"...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student." – Dylan Wiliam

- To enable and support all pupils to make excellent progress
- To increase our pupils' self-confidence
- To develop our pupils' awareness of how they learn
- To encourage and support our pupils' to reflect on their own learning
- To develop motivation and independence
- To develop children's resilience and perseverance when engaging with challenges
- To inform the teacher's next steps of learning
- To support a child's understanding of their learning

Principles and Rationale:

Feedback alone is useless; a child must use the feedback to improve over time. This applies to structured teaching and child-initiated provision.

These are the key principles of feedback:

- The vast majority of feedback happens at the point of misconception, identified through continual checking
- for understanding activities. Feedback may involve remodeling to individuals or to the class where there is a common misunderstanding.
- Feedback is specific and focused. Incremental improvements will lead to long-term progress. You cannot try to improve everything at once.
- The benefits of feedback outweigh the time cost.
- The emphasis is on the children to take responsibility for improving their work - with guidance from the teacher - not for the teacher to improve it for them.
- Feedback should be continually happening across all stages of the day, including during structured whole class teaching and child-led provision.

Implementation:

Without frequent checks for understanding, the teacher cannot know what the child understands and therefore cannot give effective feedback. Therefore, the children frequently having the chance to respond to 'check for understanding' questions is a prerequisite to effective feedback.

Praise is a central part of teacher-child interaction. Children should be praised for effort and attempting challenges to encourage participation and develop confidence.

During whole class time, in order to ensure children understand the feedback start with their name to gather attention, praise, then the specifics of which you are praising. For

example; ‘Martin, well done I can see you’re working really hard to write your letters correctly.’

To encourage children, practitioners will repeat what the child said in the correct structure and using the correct vocabulary whilst also expanding on what a child has said. For example; if a child says “red truck,” you can expand on that by saying, “Yes, a *big* red truck.” If grammar and syntax is off, for example: “The dragon jumping on the bed,” you can recast grammar by saying, “The dragon *is* jumping on the bed. Use stress and intonation to highlight the words you want the child to focus on.

Where appropriate, hinge point questions are used – a diagnostic question that checks for understanding and highlights misconceptions that can then be immediately addressed. These can also be used at any point in the lesson/provision as part of ‘checking for understanding’ activities.

Remember, re-teaching the same content in the same way will likely get the same results. Teachers will consider what they need to do differently, based on the specific interests and needs of the children in their class.

Impact:

- Children’s errors/misconceptions are identified and they stop making them over time. For example, a child might mistakenly refer to a dentist as a doctor initially, but is able to differentiate them with support.
- Children show progress over time. For example, a child might begin the year unable to count, but over time develops one-to-one correspondence.
- Work and interactions show progress over time – the child is clearly getting better. This can be seen through, for example, improved letter formation, wider vocabulary and increased sentence length. Please note that for SEND children progress may be slower or in smaller steps.
- Where a child is identified as having a misconception or gap in learning, this is systematically addressed.