



Feedback Policy  
Policy Number: POL-TAL-005  
Issue:3  
Status: pending approval



# Feedback Policy

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**Status : draft**

APPROVED	Date	Name	Signature
School			
Governing Body			



## CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
1	11/05/11	July 2011	Initial version
2		July 2014	Amended and updated
3	11 Feb 2014	10 Feb 2016	Marking codes added. Header added to each page.
4	March 2018	March 2020	
5	March 2020	March 2022	Re-launched as Feedback policy
6	May 2021	May 2023	Removal of smiley face symbols for use by staff
7	Dec 2023	Dec 2025	Minimal changes

## Introduction

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to understand what they have done well, and what they need to improve, and how.

At Kettlefields Primary School, we believe that all children are entitled to regular and informative feedback on their learning as part of the ongoing cycle of assessment.

The sole purpose of feedback is to further a child's learning. It should only happen if it is going to impact on progress.

We believe that feedback provides a vital link to raising both self-esteem and standards, by giving our children the confidence and skills to improve.

## Aims

We offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Give them a clear general picture of how far they have come in their learning, and the next step;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Provide a dialogue between the learner and an observer;
- Share age related (ARE) and stage expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment;
- Provide the ongoing assessment that does inform our future lesson-planning.

Feedback should highlight positive aspects, and be clear and appropriate in its purpose – it needs to be constructive and the outcomes need to be an integral part of planning if it is to impact upon learning.

We believe feedback is given most effectively verbally to the child, written feedback will be minimal.

## Effective feedback

### We believe, at Kettlefields

- Focuses on the learning objective/success criteria
- Lets the children know how well they've achieved
- Lets the child know what they need to do to improve or extend learning
- Lets the child carry out improvement on the work or revisit the skill or apply their learning.
- Acknowledges the work done and the effort the child has put in
- Corrects errors and misconceptions
- Informs future planning
- Provides next steps

### Feedback can take many forms, such as:

- Teacher comments
- Grades
- Self -assessment
- Responses
- Peer feedback
- Live feedback
- Class discussions
- Whole class feedback

## Marking procedures

The Learning Objective (LO) will be present on all written work, however the detail of the LO will be age appropriate.

- **LO will be marked with A when achieved**
- **LO will be marked with PA when it has been partly achieved**
- **LO will be marked with MS (more support) when the outcome has not been achieved**

A **purple pen** will be used for marking and feedback. **Green** and **Pink** highlighting can be used to mark areas for improvement (Green for growth) and things that the children have done particularly well ('In the pink') so these are easy for children to identify.

When oral feedback is given, this too, needs to be linked with the learning objective  
Comments will focus on only one or two areas for improvement at any time.

### Procedure:

- In ALL subjects some incorrect HFW/focused/technical vocabulary will be identified for the child to correct.
- Feedback should be given using professional judgement and taking the child's ability into account.
- Dots can be used to indicate if spellings are incorrect.

Teachers should aim to promote children's self-assessment by linking feedback into a wider process of engaging the child in his or her own learning.

Children will self-evaluate their learning using a coded face or traffic light symbol and comment when applicable:



**Errors that were made by many children should not be the subject of individual comments, but should be noted in planning and addressed with the whole class.**

### MARKING CODES:

To ensure consistency and understanding, the following codes for marking pupils' work have been agreed to be written at the end of each piece of work where appropriate;

I= Independent work  
S=Support given  
VF= verbal feedback (only needs recording if it is a next step)  
// = new paragraph  
P= punctuation  
C / CL = lack of capital letter  
FS = full stop  
SP = spelling error  
HP = house point.

### Possible feedback activities:

Closing the gap  
Rewrite or model a question  
Remember to....  
You can.....  
Tips for improvement (advice)

Prompts e.g. what happens when

#### Consolidation

Can you write 2 addition sentences with the numbers 2,5,7?

Give true or false statements – can children explain?

Word problems

Is there a pattern?

#### Moving on

Does this work for...

What happens when...

Challenge: Now show me...

Provide next level of question

'2 stars and a wish'

It is essential that time is planned in for the pupils to complete the activities.

If children are to develop as independent learners, with an awareness of their own progress, the gap task could be in the form of:

- a question
- a cloze procedure
- up levelling a sentence/word
- changing something
- adding something

#### **Child Protection Statement**

At Kettlefields Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

#### **Equalities Impact Statement:**

1. Has this policy fully considered the School's Equality objectives and statement agreed on 28 March 2012?  
(Yes)
2. Are there any impacts of the School's Equality objectives and statement on this policy?  
(No)
3. If "Yes" are these clearly described and their impact assessed within the policy document?  
(Yes/No – delete as appropriate)