



# Feedback Policy

<b>Revised by School</b>	May 2025
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<b>Responsible Committee</b>	Full Governing Body
<b>Ratified by GB</b>	May 2025
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## Introduction

At Kingsham Primary School, we know that providing quality feedback to the children on the work they have produced is a key element in ensuring that children can make strong progress across the curriculum. We understand that feedback can take a variety of forms and this document sets out our agreed policy of how all children, regardless of ability, should be involved in effective feedback. To clarify the learning for children, all feedback will refer to the success criteria so that children understand where they have reached the success criteria and where they need to improve in order to do so. Feedback should empower children to take greater responsibility for the outcomes of their learning.

## Key Aims and Principles of Feedback at Kingsham Primary School

1. Children's progress is underpinned by a range of feedback given by adults and children.
2. Strong feedback is always linked to the success criteria (although there may be some non-negotiables that are referred to)
3. Quality feedback takes training. Staff will work together to examine quality feedback to ensure all adults are giving quality feedback. Children will be trained to identify key areas of a piece of work in order to provide self or peer assessment.
4. Feedback comes in a range of forms (as detailed in the last page of this policy). The teacher's professional judgement will determine which form the feedback takes.
5. There is no requirement for an adult to provide written feedback on every piece of children's work. The final page of the policy details the range of ways that children will receive feedback across the curriculum.
6. There will be evidence of children responding to oral feedback/live marking, but there is no expectation for an adult to write on a child's work to note that oral feedback/live marking has been given.

The following diagram illustrates the approach to providing quality feedback that should be implemented throughout the school:



\*NB. Diagram reproduced from 'Full On Learning', Zoe Elder (2012) p176

## Self and Peer Assessment

We believe that children learn effectively from their peers and by reflecting on their own work. When a child comments on another child's work or learning, a child has the benefit of a child's perspective and a child's explanation. In discussing their thinking, children progress their own learning. Children will engage in self and peer assessment across the curriculum throughout the week.

Children across the school will be trained in and given opportunities for self and peer assessment. Simple, clear self and peer assessment will be explored and taught to children in the Early Years and Key Stage 1. The more this skill is developed across the curriculum the more informative and effective an assessment tool it will become. Children will be trained to look for an element of the success criteria in particular so they may reflect on their own work (or that of their peer's) with a very clear focus.

In Key Stage 2, children will be able to use the success criteria to make more qualitative statements in assessing their own work and that of their peers. To help learners provide focused, valuable feedback, teachers will model appropriate feedback and provide clear elements of the success criteria to assess against.

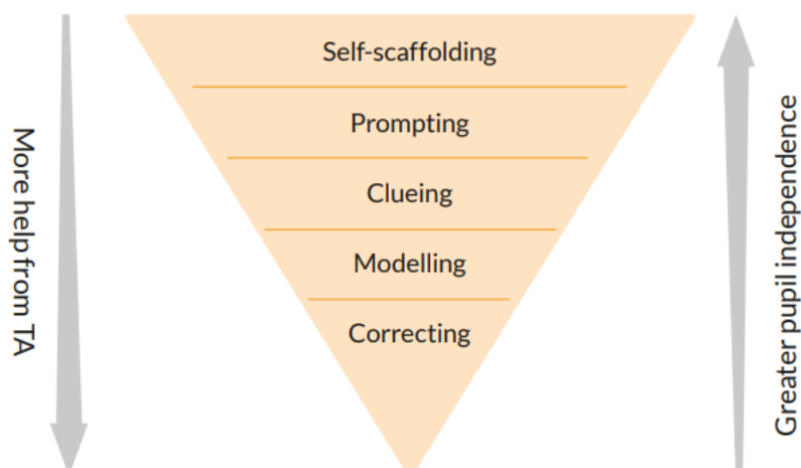
Self-assessment may take the form of a comment or indication of their confidence in relation to the success criteria. Equally, it may provoke specific editing of a piece of work following the self or peer assessment.

## Teacher to Child Feedback

### Oral Feedback / Live Marking

Learners will receive regular, targeted feedback orally from their class teacher or other adults. This feedback supports a child in answering their questions, responding to their misconceptions and identifying ways of helping the child to make progress. It will happen during class discussions, during group work and when a child is working independently. An adult may use an opportunity to conference with a child one-to-one to support that child's progress in a particular curriculum area.

It is the responsibility of the class teacher to engage and train all adults who support within the classroom to provide oral feedback related to the success criteria. The following diagram provides a useful model for all adults to promote greater pupil independence across the curriculum.



## Written Feedback

When delivering written feedback teachers will:

- Ensure feedback is legible so the children can read it and models good handwriting.
- Ensure adapted written feedback is given that relates to the success criteria – this can begin and include a process of peer and self-assessment.
- Ensure that the feedback is shared with the children as soon after completing the work as possible. There should be a routine within the class so children are expecting to respond to their written feedback at a given time.
- Ensure time is planned in for children to respond to feedback (PIT STOP – Pupil Improvement Time) so that they understand what has been written and the children can respond to it. This could take place in groups or whole class, but it must be planned for and seen as an important part of the way a child progresses in the subject.
- Ensure children respond to the feedback using a green pen.
- Ensure other adults within the classroom are empowered to support the feedback strategies employed in the classroom. All adults in the classroom should actively seek to reinforce the feedback that has been given to direct support which enables progress to be made.

## Written Feedback Marking Code

- Adults will write all feedback in purple pen to clearly differentiate from the blue handwriting pens used by the children.
- Green highlighter - This is to highlight areas of a child's work where they have met the Success Criteria.
- Pink highlighter – Pink for Think: To show children where they need to address attention which directly links to the success criteria.
- If the person giving feedback is not the class teacher, the feedback should be initialled by the person giving the feedback.
- Giving children the opportunity for a PIT STOP is essential to the success of feedback for children.
- S - a spelling needs to be addressed
- P - punctuation needs to be addressed
- \* - attention needs to be given to this section
- ^ - a word is missing
- Ⓢ - s in a circle at the top of the page indicates the child has been supported by an adult

## **Pupil Improvement Time (PIT Stop)**

Children will be given a chance to address any green and pink highlighting or other feedback regularly (PIT Stop) in order that they can identify and work on the area to improve before moving onto new learning. Pupil Improvement Time could take place in groups or whole class, but it must be planned for and valued as an important element of the way a child progresses in the subject.

### **Success Criteria and Non-negotiables**

A key principle of this policy is that effective feedback is always linked to the success criteria (or non-negotiables). Clear success criteria will clarify the learning intention and ensure all children and adults know how to be successful and achieve the outcome(s). They should be clear, relevant and child-friendly to the learning. Success criteria will also be used across the curriculum areas, and can be introduced in different ways (for example, using a model for Art and Design, demonstrating in PE). Setting success criteria should be well-planned into the learning, but can also be co-constructed with children and scaffolds will be used appropriately for learners (such as, using visual cues).

Non-negotiables will also be reinforced (for example, legible handwriting, capital letters, full stops) and can be referred to as part of feedback and marking.

### Peer Assessment

- Children assess others' work with clear criteria so that they know what they are looking for.
- Any written feedback completed by a child for another child should be written in green pen.

### Self Assessment

- Children assess their work with clear criteria so that they know what they are looking for. This may be a checklist that is clearly explained to them.
- Any written feedback completed by a child should be written in green pen.

### Written Marking Code

- Adults will write all feedback in purple pen.
- Green highlighter to show children where they have reached the success criteria.
- Pink highlighter to show children where they need to address attention which directly links to the success criteria.
- If the person giving feedback is not the class teacher the feedback should be initialled.
- Giving children the opportunity for a PIT STOP is essential to the success of feedback for children.
- S—a spelling needs to be addressed
- P—punctuation needs to be addressed
- \* - attention needs to be given to this section
- ^ - a word is missing

### Written Feedback

- Differentiated written feedback relates directly to success criteria (feedback may also relate to non-negotiables in writing)
- Ensure feedback is shared with the children promptly and there is an opportunity for the child to respond (PIT STOP).
- Ensure a PIT STOP is planned into a lesson. It could be whole class or group.
- Children to respond to feedback in green pen.
- It is the responsibility of all adults to support and reinforce the feedback given.

## Involving Children in their Feedback

### Oral Feedback / Live Marking

- Regular, targeted, oral feedback from all adults in the class related to the success criteria.
- It should be targeted towards that child's next steps in learning which they can work on to improve.
- Answering questions, responding to misconceptions and challenging the child.