

Charles Kingsley's CE Primary School

Feedback and Response Policy



**This policy was reviewed by the Governing Body:
Summer Term 2026**

Headteacher

Date

Chair of Committee

Date

Next Review Date: Summer Term 2029

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81 – 112)

Aims

At Charles Kingsley's CE Primary School, our values underpin all that we do. We are committed to building firm foundations for learning so that our pupils are well prepared for successful futures. Effective assessment and feedback are central to this, as they enhance learning and help teachers identify areas where pupils require targeted support.

"Effective feedback is neither praise nor criticism; it is the use of purposeful language and actions that move learning forward" (Routman).

The aim of this policy is to ensure a shared understanding of the purpose and practice of effective marking so that pupils make strong progress and develop as confident, independent learners.

All staff at Charles Kingsley's CE Primary School adopt a professional and consistent approach to providing high-quality oral and written feedback. We recognise that different types of feedback play an important role in raising achievement and supporting pupils to improve.

Feedback and response are integral to effective teaching and learning. By supporting pupils to understand their progress and next steps, feedback helps embed learning, promotes reflection and accelerates progress.

Effective marking, feedback and response aim to:

- help pupils understand their success and how to improve;
- encourage independence, collaboration and reflection;
- recognise effort and achievement, promoting motivation and self-esteem;
- monitor and inform pupil progress.

To ensure clarity and consistency, all teachers follow agreed procedures when responding to pupils' work, providing clear information for pupils, parents and staff about learning and progress.

Principles

'Effective feedback occurs during the learning, while there is still time to act on it.'
Jan Chappuis

All work will be acknowledged by the teacher in order for them to:

- make informed decisions about next steps in that child's learning;
- make adaptations to planning and resources;
- identify guided groups and individual/paired support.

Work will be acknowledged verbally or in writing by an adult or peer and the children will demonstrate through response that they have understood what was said.

It is not possible to give quality feedback for all pieces of work, but written feedback should be given routinely in maths and for longer pieces of writing in English, RE (as appropriate) or, depending on the unit of work taught, where appropriate.

At Charles Kingsley's CE Primary School best quality feedback:

- Will be carried out promptly and regularly
- Will give clear strategies for improvement
- Will be manageable for teachers workload
- Will focus on the learning objectives and steps to success shared with the children.
- Will be accessible and understood by the child so there is evidence that they have understood and acted upon advice given
- Children use a **PURPLE PEN** to show response to adult feedback
- In key pieces of written work or to support key pupils, inaccurate spellings and poor presentation will be addressed verbally or by using marking symbols
- Care should always be taken to preserve the integrity of pupils' work

Feedback and response will be linked to the skill based Learning Objective of a lesson. The LO will be written in child friendly speak and the Teacher will highlight or tick in green the LO if it has been met. If the LO has partially been met this will be highlighted in yellow and a next step will be given to address the misconception. If the LO has been left blank this will indicate the child has not met the LO. If a group or an individual child has been supported by an adult, then this needs to be made clear on the piece of work. Independent and scaffolded or modelled work should also be made clear.

English and Maths:

All work will be looked at daily to identify strengths and address misconceptions. Teachers will include more detailed written feedback at minimum, once a week. This will include a next step which is linked directly to the learning objective or a comment that deepens learning for those higher attainers Other feedback could be based on age specific English and maths skills as well as non-negotiables for that subject (see presentation policy). This includes handwriting in English and number reversals in maths.

The teacher will be aware of whole class / individual strength and areas for development which will inform future planning. This should also be shared with LSAs to support in small group work.

RE:

Feedback will be given weekly and spelling errors linked to RE specific vocabulary addressed. Written comments will be linked to children's ideas, opinions and depth of learning. The teacher will note areas of whole class / individual strength and areas for development which will inform future planning. This should also be shared with LSAs to support in small group work.

Foundation Subjects:

Feedback should address any spelling errors in subject specific vocabulary and subject related misconceptions.

Children need to be routinely given the opportunity to respond to feedback. This happens as soon as possible during the lesson or once the learning has taken place (for self and peer) and no later than the beginning of the next lesson. Children will respond in purple pen, directly onto their work or could use editing 'flaps' for larger amounts of editing.

Response strategies

There must be consistent use of symbols across all books (see Appendix 1). These are displayed in all classes and the children must be taught to recognise and respond to them correctly.

Verbal feedback should, where possible, be linked to 'closing the gap' between the steps to success children are working towards and what they have initially produced.

Useful feedback prompts for 'closing the gap' might be: (see Appendix 2)

Shared marking - using a piece of work from a previous lesson, with the permission of the child, the process of marking against success criteria is modelled so they can effectively self and peer assess.

Live marking - This may take the form of teachers marking childrens work during a lesson or verbal feedback.

- Immediate marking of the work by the adult.
- Teacher giving verbal feedback during lessons to small group, whole class or individuals.
- Consistent, high quality learning dialogue between teacher and student during the lesson.
- The teacher highlights misconceptions/incorrect work/poorly communicated subject knowledge whilst circulating in class.

Children should self-assess where possible. All children are taught to identify their own successes and areas for improvement against given success criteria.

Peer Assessment - Children are taught how to do this through modelling to the whole class, groups and individuals. Ground rules must be in place (listening, no interruptions, confidentiality etc.) and displayed in class. Pairings could be ability based or mixed, dependent on the learning outcomes required.

Positive Praise - Staff recognise the need for pupils to receive positive praise for work that represents good progress towards meeting expectations and effort in learning. There is no expectation for direct comments. House points and or stamps can be used.

Other praise for pupils may include:

- Using a piece of work as a WAGOLL (What a Good One Looks Like) for whole class teaching
- Displaying work around school for the rest of the school community to see and celebrate on a 'proud' wall display
- On the spot verbal praise for specific successes against desired outcomes
- Celebration worship
- Shared praise for specific pieces of work with parents during termly PLLR meetings, informal parent meetings and end of year reports

Spellings – spelling errors will be marked with a 'sp'. Dependant on the age and stage of the child, will determine which strategy is used to address the spellings. There should be a maximum of 5 spellings identified in a single piece of work.

Roles and Responsibilities

Class Teachers should ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

Support staff may mark work with groups of pupils with whom they have been working. When this is the case, they will follow the guidelines: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy and indicate a supply teacher. This will be given to all new supply teachers on arrival in the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities.

Monitoring and Evaluation

Monitoring of the policy will be done as appropriate, led by SLT and Standards Team. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium.

Appendix 1

Symbol	Meaning
^	Something needs to be added
//	This should be a new paragraph
sp	This is a spelling to be corrected
G	Guided group
S	Supported
	Next step
VF	Verbal feedback given

Appendix 2

Feedback Prompts

Pupils are taught how to use these prompts when giving peer to peer feedback:

1. A Reminder Prompt

This reminds the child of what can be improved.

- ‘Say more about how you feel about the person.’

These comments should be used sparingly, particularly in younger year groups, as most children need more support than this.

2. A Scaffold Prompt

Most suitable for children, who need more structure than a simple reminder, this prompt provides some support.

- Can you describe how this person is a good friend? – A question
- Describe something that happened which showed they were a good friend – A directive.
- He showed me he was a good friend when... (finish the sentence) – An unfinished sentence.

3. An Example Prompt

Extremely successful with all children, but especially with children who are struggling to think of their own ideas, this prompt gives the child a choice of actual words or phrases.

Choose one of your own:

- He is a good friend because he never says unkind things about me.
- My friend is a friend because he is always nice to me.

Many children, given the example prompt, choose their own improvement instead. Giving the choice of actual words or phrases acts as a brainstorm.