The Darent Federation of Schools

Feedback Policy

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Feedback Policy

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Feedback Policy

1. Scope and purpose

In this policy, "the Federation" means Sundridge & Brasted CE Primary School and Kemsing Primary School. The shared principles and expectations apply in both schools. Where practice differs intentionally, the relevant school appendix applies.

The sole purpose of feedback is to move learning forward. Feedback helps pupils understand what they have learned, address misconceptions, improve work and become increasingly independent. It also gives staff information to adapt teaching within a lesson and across a sequence of lessons.

2. Federation principles

- Feedback is rooted in high-quality teaching, clear curriculum goals and systematic checks of understanding.
- The most useful feedback is timely, specific and proportionate. It may be immediate, responsive or feed-forward.
- Pupils should do the thinking. Adults guide, model and prompt rather than routinely correcting work for pupils.
- Pupils are taught how to use feedback and are given a meaningful opportunity to respond, practise or apply it.
- Feedback is adapted to age, stage, subject and individual need, including reasonable adjustments for pupils with SEND and support for pupils learning English as an additional language.
- Feedback maintains pupils' dignity, recognises effort and success accurately, and communicates high expectations.
- The impact on learning matters more than the quantity of written marking. There is no expectation of lengthy written comments, triple marking or recording verbal feedback solely to prove it occurred.
- Professional judgement determines the most effective feedback method, within the school-specific conventions in the appendices.

3. Statutory and inspection context

This policy reflects the Teachers' Standards, including accurate and productive use of formative and summative assessment, regular oral and marked feedback, pupil response, adaptation to need and the correction of misunderstandings.

It also reflects the Ofsted state-funded school inspection toolkit for use from 7 September 2026. The toolkit emphasises systematic checks of understanding, prompt identification of misconceptions and gaps, feedback and assessment that inform teaching, inclusive formative assessment, well-targeted adaptations and manageable staff workload. Ofsted does not prescribe a particular marking frequency, colour system or written-feedback format.

4. The feedback cycle

Plan	**Check**	**Respond**	**Review**
Identify the important knowledge, skill or concept and anticipate barriers.	Use questioning, discussion, observation, whiteboards, practical work, work books and assessment.	Give immediate teaching, a prompt, modelling, practice, editing or targeted support.	Scan outcome, identity patterns; pupils or groups, adjust subsequent teaching and curriculum plans

5. Forms of feedback

Type	**When and for whom**	**What it may include**	**Expected response**
Immediate	During learning; individual, group or whole class	Questioning, verbal prompt, modelling, re-explanation, task adaptation, live marking	Pupil acts at once; teacher checks the effect
Responsive	After the activity and before or early in the next teaching episode	Short catch-up, additional practice, conferencing, targeted feedback	Pupil rehearses or applies the missing knowledge; staff review
Summary / feed-forward	After reviewing a lesson, sequence or unit	Whole-class feedback, examples, re-teaching, editing, planned retrieval or curriculum adjustment	Pupils improve or practise; teaching responds to patterns and gaps
Written	When a written cue is the most efficient and accessible method	Brief acknowledgement, precise prompt, question, code or model	Time is provided where a response is expected

6. Day-to-day expectations

- Teachers and teaching assistants check learning during lessons and respond to misunderstanding promptly.
- Staff review pupils' work sufficiently to understand what has been learned and what needs teaching next. "Review" does not always mean a written mark or comment.
- Learning intentions and success criteria may be used where they sharpen the curriculum focus; they are not a substitute for checking what pupils actually know and can do.
- Praise is truthful and specific. Improvement prompts focus on the most important next step rather than correcting every error.
- Where written feedback asks for action, pupils are given suitable time and support to respond; staff check whether learning has improved.
- Peer and self-assessment are used only after explicit teaching and modelling. Pupils treat one another's work respectfully and the teacher remains responsible for assessment decisions.
- Verbal feedback does not need a "VF" code unless the applicable school appendix specifically requires it for an operational purpose.
- Feedback practices are adjusted when a pupil's communication, sensory, physical, literacy or cognition needs make the usual method inaccessible.

7. English: shared approach

Teachers review writing during or soon after teaching to identify strengths, misconceptions and priorities. Most writing sequences include planned opportunities for editing and proofreading, matched to pupils' age and development. In EYFS and much of Year 1, feedback will usually be immediate and practical.

Editing

Editing improves composition and effect on the reader—for example vocabulary, clarity, detail, word order and sentence structure. Teachers may share strong and deliberately constructed examples, model improvement, and support paired or small-group discussion. Examples of pupils' work are anonymised where appropriate and used sensitively.

Proofreading

Proofreading checks transcription, including punctuation, spelling, handwriting and grammar. Teachers explicitly model how to locate and correct errors. Pupils are not expected to correct every feature at once; feedback is prioritised so it remains usable and promotes independence.

Additional support

Some pupils need a narrower focus, adult modelling, accessible prompts, assistive technology, additional rehearsal or an alternative editing task. Support should enable successful participation and increase independence over time. Expectations remain ambitious and adaptations are reviewed for impact.

8. Mathematics: shared approach

Teachers use day-to-day checks, end-of-unit information and periodic assessment to identify what has been retained, misunderstandings and gaps. In key stage 2, answers may be made available after a purposeful number of examples—often four or five—so pupils can check understanding before practising an error repeatedly.

- Pupils are taught to check calculations and reasoning, including through estimation, inverse operations and returning to each stage of a multi-step problem.
- Comparison and peer checking require pupils to recalculate or explain, not simply copy an answer.
- Errors trigger timely explanation, modelling or further practice. Staff distinguish slips from misconceptions and adapt teaching accordingly.
- The depth and form of recording are appropriate to the mathematical purpose; feedback must not obscure reasoning or create unnecessary copying.

9. Other curriculum subjects

The same principles apply across the curriculum, but feedback reflects the distinctive nature of each subject. Staff focus on the most important substantive and disciplinary knowledge, vocabulary and skills. Written marking conventions designed for English or mathematics are not applied mechanically where they do not improve learning.

10. Roles and responsibilities

Role	Responsibility
Governing body	Approve and review the policy; assure itself that practice supports learning, inclusion and sustainable workload.
Executive Headteacher and Heads of school	Secure a shared rationale; ensure school-specific conventions are clear; provide training, time and resources; review impact and workload.
Subject and phase leaders	Support subject-appropriate practice; sample learning and speak with pupils and staff; identify patterns and professional learning needs.
Teachers	Use assessment and feedback to move learning forward; adapt feedback to need; provide response opportunities; follow the relevant school appendix.
Teaching assistants	Give feedback within agreed teaching intentions; share assessment information promptly; develop pupils' independence rather than creating dependency.
Pupils	Listen, reflect, ask for clarification, respond thoughtfully and treat peers' work respectfully.
Parents and carers	Support pupils to respond positively to feedback and discuss questions with the school; written marks in books are only one part of assessment.

11. Monitoring, evaluation and workload

Leaders evaluate whether feedback improves learning and informs teaching. They may use professional dialogue, lesson visits, pupil conversations, work sampling and curriculum or assessment information. Monitoring will consider typical practice over time and will not rely on isolated books, the number of comments or compliance with a preferred visual appearance.

- No additional records are created solely for inspection or to evidence that feedback occurred.
- Leaders seek staff views and review workload when introducing or evaluating feedback practices.
- Any inconsistency is addressed through clarification, coaching and professional learning, with attention to subject, phase and pupil need.
- School-specific conventions are reviewed for their effect on learning, pupil independence, accessibility and staff workload.

12. Equality, inclusion and safeguarding

Feedback must be equitable, accessible and respectful. Staff make reasonable adjustments and take account of SEND, disadvantage, language proficiency, prior attainment and any known barriers to learning or wellbeing. Feedback must never humiliate, publicly rank or disclose sensitive personal information. Any work, comment or conversation that raises a safeguarding concern is acted on immediately under the Federation child protection and safeguarding procedures; it is not dealt with only as an academic or presentation issue.

Appendix 1 — Sundridge & Brasted CE Primary School

These conventions preserve the school's established feedback practice. They sit beneath the Federation principles, including proportionality, accessibility and professional judgement.

Written feedback and focus groups
When written feedback is the appropriate route, adults use green and purple. Learning in books is reviewed and acknowledged; this does not require a lengthy comment on every piece. Where a written improvement prompt expects a response, time is planned for the pupil to act and the adult checks the response.

Convention	Use
Green	Identify a specific success linked to the intended learning, progress, a target or purposeful perseverance.
Purple — "pen of progress"	Identify an area to reread or reconsider, or offer a stretching prompt or question.
Pupil response	Pupils respond using their usual pencil or pen. Adults initial or re-check where this is needed to confirm understanding.
Priority spelling	Indicate a priority misspelling with a wiggly underline. Normally no more than one key spelling is selected in a piece of writing, at the teacher's professional discretion.
Margin code	Codes for changes are written in purple; positive annotation is written above the relevant words in green.

Shared English code used at Sundridge & Brasted

Code	Meaning
CL	Check capital letters in this line
“ ! . , ‘	Check missing punctuation in this line
^	Check for a missing word in this line
P	Check where a paragraph should start or end
T	Check that tenses are consistent in this line
Sp	Check spelling in this line
✓ + precise note	A specific feature has been used well

For younger pupils or those who need additional scaffolding, the code may be placed in the margin and the adult may also indicate the relevant area. The code should not identify every error or remove the pupil’s need to think.

Appendix 2 — Kemsing Primary School

These conventions preserve the school's established feedback practice. They sit beneath the Federation principles, including proportionality, accessibility and professional judgement.

Core colour and code conventions

Convention	Use
Green adult marking	Acknowledge success, indicate a met learning objective and tick correct mathematics answers.
Pink adult marking	Indicate a point to reconsider, including margin codes or mathematics errors.
Purple pupil pen	Pupils make corrections and improvements.
Priority spelling	Use a pink line or dots beneath selected misspellings. Normally prioritise one key spelling; never identify more than three in one piece.
CL, punctuation, ^, P, T, Sp	Use the same meanings as the Federation English code in Appendix 1, but adult change codes are written in pink. Positives are annotated in green.

English-specific conventions

The learning objective (LO) is highlighted **green** by an adult when met.

- PIGS is circled in key stage 1.
- S is noted in key stage 2 when support has been given.
- Examples of exemplary written work are underlined with green highlighter.
- Pupils make corrections in purple pen.
- After a long write, a brief comment linked to the learning objective may be used at the teacher's discretion.
- A next-steps symbol may be used at the end of writing where appropriate in key stage 2.

Mathematics-specific conventions

The learning objective (LO) is highlighted **green** by an adult when met.

- PIGS is circled in key stage 1; S is noted in key stage 2 when support has been given.
- Correct answers are ticked in green.
- Errors are identified through verbal feedback or pink marks.
- Pupils correct in purple; corrections are rechecked in green where this confirms understanding.

The Kemsing conventions are not a requirement for lengthy comments. They provide a consistent visual language when written marking is purposeful.

Appendix 3 — Reference framework

Source	Relevance
Department for Education	Teachers' Standards (including standards 2, 5 and 6): https://www.gov.uk/government/publications/teachers-standards
Department for Education	Improve workload and wellbeing for school staff — Feedback and marking: https://improve-workload-and-wellbeing-for-school-staff.education.gov.uk/workload-reduction-toolkit/address-workload-issues/feedback-and-marking/
Department for Education	Independent Teacher Workload Review Group: Eliminating unnecessary workload around marking (2016): https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report
Ofsted	State-funded school inspection toolkit, version 2.0, for use from 7 September 2026: https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information
Education Endowment Foundation	Teacher Feedback to Improve Pupil Learning — guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback