KINGSBURY SCHOOL

Feedback and Marking Policy

LOCAL LEVEL POLICY

REFERENCE NO:	012	DATE PREPARED: 22/02/18	DATE REVIEWED/REVISED: April 2026
Policy compiled by: Chris Collis			Approved by the Local Governing Body: Signed: K Spencer Date: April 2026
Signed: Chris Collis On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: April 2027			

Date	Notes
March 2023	Policy reviewed by Chris Collis
April 2024	Policy reviewed by Chris Collis
April 2025	Policy reviewed by Chris Collis – no changes.
April 2025	Policy approved by LGB
April 2026	Policy reviewed by Chris Collis – no changes.

Why do we need Feedback?

Feedback is a vital part of giving the learners the tools to be able to learn and make progress. It allows them ownership and understanding of what their STRENGTHS are, while highlighting the areas they need to TARGET in order to make more progress. Through scaffolding feedback, Learners are able to understand HOW to improve but also WHY specific ACTIONS will be important in their Learning Journey.

What is the purpose of Feedback?

' To help learners embed and use knowledge fluently or to check understanding and inform teaching'

- To create a learning conversation between the teacher and student;
- To enable students to identify both their strengths and areas for development from which learning targets can be set;
- To provide meaningful feedback to students and offer advice on how to improve in order to support their learning and raise attainment;
- To inform planning and teaching to monitor progress in learning;
- To ensure consistent, regular and appropriate assessment practices across the school;
- To enable staff to celebrate and reward good work (see Rewards Policy);
- To ensure a consistent approach to marking within an agreed framework;
- To inform parents of their children's progress;
- To meet statutory requirements.

Feedback at Kingsbury School

'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches'

Kingsbury School uses both formative and summative assessments to help support the learning and development of our learners. This sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. As one of the most effective ways of enabling learning, feedback and marking is something all staff have a responsibility, and ability, to practise to a high standard for the benefit of our students. Effective feedback and marking is the cornerstone of effective planning. The general principles are:

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- Feedback should give clear **STRENGTHS** of the work produced and **TARGETS** of how to make further progress;
- A dialogue, both verbal and written, should be created between teacher and student. When marked tasks are returned to students it is **essential** to allow time **(ACTION TIME)** for students to read the comments and engage with the feedback;
- Teachers **RESPOND** to actions to ensure progress is made and misconceptions are corrected;
- Feedback should provide learners with the opportunity to take their learning further (**Take It Further – TIF**), with TIF ensuring appropriate challenge for all learners and supporting the setting of targets.
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- Where appropriate students should be encouraged to assess their own work against clear success criteria;
- Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher, with learners having ownership of the success criteria.

- Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

Kingsbury School expectations are:

- A minimum of TWO STAR feedback sheets every half term for subjects taught more than once a week.
- A minimum of ONE STAR feedback sheet every half term for subjects taught once a week.
- Assessments should be annotated and linked to specific success criteria.
- STAR feedback sheets should be on **blue paper** and should be **clearly** identifiable in books.
- Teacher marking and feedback is completed in **green pen.**
- Learner contribution is completed in **red pen**.
- In between marking should be completed in a variety of ways:
  a) Teacher assessment and feedback.
  b) Peer assessment and feedback.
  c) Self-assessment.

If Learners complete Self or Peer assessment, teachers must engage with that dialogue. If a learner has marked and actioned work, how do we know if it is correct?

- Misconception and reoccurring mistakes should be identified and corrected (whether in an STAR feedback or 'in between' marking). Peer and Self-assessment can be used in this process but must be checked that it is effective.
- Literacy mistakes, especially subject specific key terms, should be identified and corrected.

What does STAR marking look like?

STAR Feedback and Marking	
S ***STRENGTHS***	**What has the Learner done particularly well at?** These should linked to the success criteria for the task. The success criteria should be a part of the process and learners should understand what it is, how to do it and why they are doing it. **For example:** You have made a clear point about the elements that make _____ effective.
T ***TARGETS***	**What do they do need to do? How do they do it? Why is this needed in their work?** The Targets should give an indication of what needs correcting, editing or adding. They need to help the learner to DO the ACTION but should also give a chance to consider WHY or the IMPACT. **For example**: Look at your setting. Add in at least a simile, a metaphor and personification linked to the senses. How have these built the tone/feel?
A ***ACTIONS***	Time must be given for Learners to ACTION their targets. A specific portion of a lesson should be provided so that the teacher can support in these actions if it is needed. This should be in red pen. Why give the target if they are not able to act upon it?
R ***RESPONSE***	If we do not check that the work is correct the how do we know that the Learner hasn't made the same mistake? This can just be an acknowledgement of the action but it finishes the feedback circle.

How will this be monitored?

As a school, we all have a responsibility to ensure that a shared, high standard of Feedback and Marking is maintained to give learners every opportunity to maximise their potential. To this end:

- Heads of Faculties must ensure their team's feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback within each subject in the faculty, in line with the whole school expectations;
- Heads of Faculty and those with responsibility with the team undertake Quality Assurance to ensure feedback is allowing leaders to progress their learning. This may involve informal conversations, or more formal interviews. Student Voice, Learning Walks and Work Scrutiny will all form part of the bases of this Quality Assurance. The Whole School calendared Quality Assurance opportunities are a minimum expectation of frequency for these checks.
- Heads of Faculty will check departmental feedback as part of quality assurance process. Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.
- Senior Leadership will monitor the standard of feedback and provide regular support in maintaining the school's expected standard.