



King's Infant School  
*The British School of Madrid*

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**Chamartín**

# Feedback Policy 2021/22

## **Our Philosophy for Teaching and Learning**

As a school community we are all learners, adults and children alike. We aim to foster in our learners a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners we thrive best in a warm and secure environment where we are accepted and valued while developing the attitudes and dispositions to be happy, caring and creative learners for life.

## **Purpose and Scope**

Effective feedback is a vital tool in assessment for learning. Done well, it supports pupil progress, scaffolds learning and addresses misunderstandings. The aim of this policy is to provide all members of our school community with an effective, systematic and consistent approach to giving feedback to learners throughout Kings Infant School.

This feedback policy is to be read, understood and followed by all members of staff including Learning Support Assistants (LSAs). It will be reviewed annually by the whole staff team.

See **Appendix 1** for recommendation set out by the Education Endowment Foundation [Link Here](#)

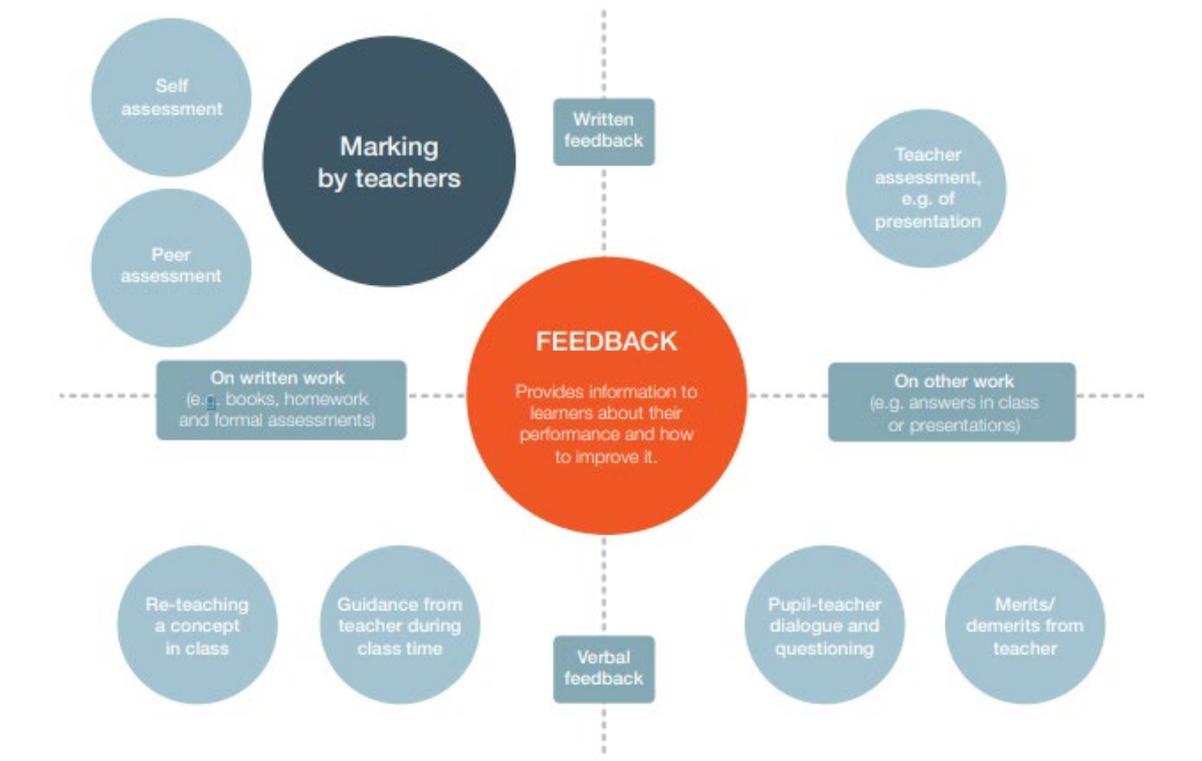
## **Why do we provide feedback on children's work?**

- To redirect or refocus either the teacher's or the learner's actions to achieve a goal
- To provide specific, accurate and clear objectives which will encourage and support further effort.
- To provide students with the skills to correct their own mistakes, rather than provide correct answers for them
- To alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- To communicate to learners what is expected of them in terms of learning.
- To scaffold learning and develop metacognitive skills.

## What is teacher feedback?

Teacher feedback is referred to as “*information given by a teacher to pupil(s) about their performance that aims to improve their learning.*”<sup>1</sup>

Figure 1: Range of strategies to improve student learning experience through effective feedback strategies



## How do we provide feedback in King's Infant School?

The quality of existing evidence focused specifically on written marking is low<sup>2</sup> Therefore at KIS we aim to ensure we incorporate a broad and robust system of feedback which includes written and verbal feedback from teachers, LSAs and students as outlined in the Figure 1 above.

Developing metacognitive skills plays a large role in providing effective feedback. The extent to which feedback enhances metacognition will depend on how it links directly to these two areas:

<sup>1</sup> Adapted from the definition used in the Higgins S, et al. EEF Evidence Database: [https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF\\_Evidence\\_Database\\_Protocol\\_and\\_Analysis\\_Plan\\_June2019.pdf](https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf)

<sup>2</sup> Elliott, V et al (2016) "A marked improvement?" [https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf)

- Metacognitive knowledge - the children know what they know and how these known strategies can be applied correctly. It is also the knowledge of them as learners and what their abilities are (explicit skills and knowledge learned). Feedback is given with specific reference to the skill or learned topic and how it has been applied.
- Metacognitive control and self regulation - learners are able to monitor and regulate themselves during a learning process. Feedback is given to support a growth mindset and reflection on how they have learned, or not learned, a new skill.

Table 1: Task and subject specific feedback with metacognition and self-regulation to enhance learning and progress

	FEEDBACK MORE LIKELY TO MOVE LEARNING FORWARD		
	<p><b>Task Specific</b></p>  <p><i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i></p>	<p><b>Subject Specific</b></p>  <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	<p><b>Metacognition / Self-Regulation</b></p>  <p><i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i></p>
EYFS Examples	<p><u>A reminder comment:</u> "You're nearly there, but two of these are the wrong way around. Can you put one object in each hand again and see which object is really the heaviest?"</p> <p><u>A scaffold comment:</u> "Can you add more animals that live in that habitat?"</p> <p><u>An example comment:</u> Which way is better? Put my shoe on without my sock</p>	<p>"How could you use your name in a sentence?"</p> <p>"Well done for mixing your colours to make blue. Could you try to make it lighter/darker?"</p> <p>"When balancing on one leg, try to look at a fixed spot to help you stand longer."</p>	<p>"What did you do to make your tower balance?"</p> <p>"Have you included everything in the farm that should be there?"</p> <p>"Well done for remembering the order of the story. What did you do to help yourself?"</p>

	<p>OR</p> <p>Put my sock on, take off the velcro and then put my shoe on?</p>		
KS1 Examples	<p><u>A reminder comment:</u> “You’re nearly there, but two of these answers are the wrong way around, can you go back to the question and see if you can work it out so that they are in the correct order?”</p> <p><u>A scaffold comment:</u> “Can you think of a word that describes what the Gruffalo looks like.”</p> <p><u>An example comment:</u> “Which sounds better? - First open the packet of seeds and then take one seed out. After that put soil into the plant pot. OR - Open the packet of seeds and take one seed out and put soil into the plant pot.”</p> <p><i>More examples in Appendix 2</i></p>	<p>“Let’s just look at how you are writing your ‘d’s. Can you see you have started at the top and gone down the laces and around the toe? Remember we start writing a ‘d’ by going around the dinosaur’s bottom, up to its tall neck and down to its feet. Let’s try that again.”</p>	<p>“At the end of today I’m going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you’ll be able to finish? If you haven’t started on your eyes, make a start now.”</p> <p><u>Stop-Check-Reflect</u> “Everyone take 2 minutes to stop what they are doing to check and reflect on how your work is going. Have you written the first sentence of your story? If not, make sure you do so in the next part of the lesson.”</p>

Teachers can provide feedback in a variety of different ways. Feedback can:

- Focus on different content
- Be delivered in different methods
- Be directed to different people
- Be delivered at different times

Sufficient time should be given to learners to act upon what has been written or said where appropriate. Feedback must be used by teachers and LSAs to actively inform planning. There should be an obvious link between the two tools and progress fed into assessment records where relevant.

Figure 2: Four aspects of feedback



## Written Feedback

When marking using this approach the idea is that you highlight aspects of the learner's work where the success criteria is shown and either comment on its effectiveness or to provide next steps.

Written comments must be clear and specific if it is to have any impact. At KIS we will use a range of written comments and symbols in order to do this effectively. The trust is on the staff to use whichever is most appropriate. All marking is conducted according to the Marking Codes (Appendix 3) and using either green or pink - Green for Great or Pink for Think.

Table 2: Outline of written marking examples and how this can be seen in student's books

Type of marking	What does it look like?
Corrections (errors and mistakes we do show a difference)	<ul style="list-style-type: none"> <li>- Marking symbols used</li> <li>- Spelling and grammar</li> </ul>
Pupil responses (and opening dialogue)	<ul style="list-style-type: none"> <li>- Students respond directly to a written comment or question</li> <li>- Student makes the change to their</li> </ul>

	work
Commenting on things that went well.	<ul style="list-style-type: none"> <li>- Praise is directly linked to either task, subject or MC/SR strategy. Not personal i.e. "Well done! You're great at Maths"</li> <li>- Star is drawn according to the marking code</li> </ul>
Targets (even better if...)	<ul style="list-style-type: none"> <li>- Specific guidance is given to improve and must be related to either task, subject or MC/SR.</li> <li>- Small steps drawn according to marking code</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>- Immediate (during the teaching)</li> <li>- Summary (after teaching but during the lesson)</li> <li>- Review (after the lesson)</li> <li>- Maths and English work must be marked in any way for every child each day (written or verbal)</li> </ul>
Peer and self marking opportunities	<ul style="list-style-type: none"> <li>- Students trained to use the policy to ensure consistency in feedback</li> <li>- Students seen using the marking codes</li> <li>- Students may do this in any colour</li> </ul>

### *Spelling:*

At KIS, we mark according to the learning intention however we do not ignore persistent errors in spelling or common exception words.

The teacher will use their discretion on this by either drawing the learner's attention to it by highlighting the word or referring to it in a comment about a piece of work. The child is expected to change it and practice it for the future.

# Appendix 1



## Appendix 2

### Marking Codes

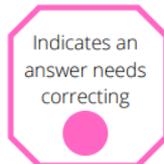


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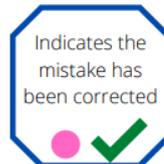
# KS1 MARKING CODE



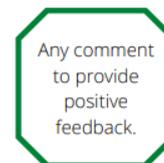
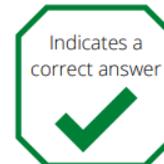
#### Pink for Think



#### Other



#### Green for Great





# RECEPTION MARKING CODE

## Pink for Think

Indicates an answer needs correcting



Steps - to indicate what to improve



## Other

Indicates the mistake has been corrected



Verbal Feedback given

VF

Peer Assessed

PA

Self Assessed

SA

**IW** - Independent Work  
**AS** - Adult Support

## Green for Great

Indicates a correct answer



Star - what has been done well





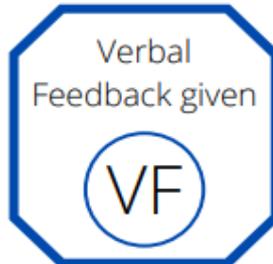
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# NURSERY MARKING CODE

Other

Green for Great



## Appendix 3

### Feedback comments

We use a range of comment types to move their learning on and meet the learning intention or success criteria.

#### A reminder comment:

These comments are a reminder of what could be improved in the learner's work to move towards meeting the SC or Lesson Objective.

- Say something about what would happen if a plant isn't watered.
- Make your instructions better by using some conjunctions in your writing.
- Remember that multiplication is the same as repeated addition.
- Think of some adjectives to describe the Gruffalo

#### A scaffold comment:

These comments provide learners with more support than a reminder comment in moving towards meeting the LI or SC.

- What else do plants need to grow healthily?
- Can you think of a different conjunction from "and" and use it in your sentence?
- $5+5+5+5+5= 25$  so 5 lots of 5 = ?
- Make your list better by writing the items one underneath the other.
- Think of a word that describes what the Gruffalo looks like.
- One thing that was different about life in the time of the Great Fire of London is ...

#### An example comment:

These comments give children a choice of words or phrases. It may be that giving the children a choice will mean it will trigger them to think of their own.

- Choose the adjective that you think best describes the Gruffalo as a character
  - The Gruffalo is terrifying.
- OR
  - The Gruffalo is ferocious.
- Which sounds better?
  - First open the packet of seeds and then take one seed out. After that put soil into the plant pot.
- OR
  - Open the packet of seeds and take one seed out and put soil into the plant pot.

For learners who are as yet unable to read comments, a comment should be written onto their work and it should be read to them.

### Monitoring, Evaluation and Review:

Our marking and feedback policy will be reviewed next in September 2022 by KIS teaching team to assess its implementation and effectiveness. This policy is agreed on, implemented and promoted throughout our school.

<b>Created and Reviewed by:</b>	<b>Police Category:</b>
SLT September 2021	Teaching and Learning
<b>Approved by Governing Board:</b>	<b>Next Review:</b>
October 2021	September 2022

