



**KINGSDOWN
SCHOOL**

Feedback Policy

Last reviewed on:	Nov 2025
Next review due by:	Nov 2027

Kingsdown School Feedback Policy (Aligned with TEMPO)

This policy forms an integral part of Kingsdown School's Teaching and Learning Policy and the Assessment for Learning Policy. Its purpose is to ensure consistency and understanding in assessment for learning and assessment of learning.

Rationale: The Purpose of Feedback

Students receiving feedback is regarded as a continuous means of communication with students about their progress. This strategic process is designed to accelerate students' learning and positively affect student progress.

We aim to have a positive and informative approach that motivates students and helps them:

- Identify strengths (WWW) and areas for development (EBI).
- Reflect on and improve their work.
- Extend learning and set targets for future improvement.

What We Expect to See: Delivering Feedback

Effective and consistent feedback must ensure students understand how far they have progressed and check for misconceptions. This is achieved through two complementary feedback mechanisms: Daily Responsive Feedback (CFU) and Written/Targeted Feedback.

1. Daily Responsive Feedback (In Every Lesson)

Students receive feedback in every lesson by teachers rigorously and robustly checking for understanding (CFU). This ensures teachers know if and when students are ready to move on from a concept.

Daily responsive feedback is delivered using Teaching and Learning tools, including:

- Mini-Whiteboards
- Cold Call
- Circulating and live marking during independent practice
- Show Call
- Tracking, not Watching

2. Written & Targeted Feedback

Students receive written or structured feedback on their work on a regular cycle, informed by Subject Leaders' Schemes of Work.

- Setting Success Criteria (Modelling): success criteria are shared through model exemplars. In written subjects, this includes providing 'standard' models versus 'excellent' models to clearly articulate high expectations and identify steps for improvement.
- Evidence of Feedback: feedback is evident through green pen work and model answers. Teachers should not expect to write lengthy comments; feedback should be comprehensible to the student.
- Assessment Feedback (KS3 & KS4): feedback from assessments must be evident, often supported by model answers and Personal Learning Checklists (PLCs) given to students to show areas of focus.

Student Responsibilities: Acting on Feedback

The feedback loop is completed when students reflect on and act upon the guidance received.

- Response in Green Pen: students are required to respond to individual, whole class, self, and peer feedback in green pen.
- Acting on Feedback: students are expected to act on feedback received by reviewing, redoing, or ongoing reviewing of knowledge/skills where appropriate. This is vital for deliberate practice.
- Monitoring Progress: students must also use feedback to monitor their own progress.

Signed

Signed

E Leigh-Bennett
Headteacher

Chair of Governors

Date:

Date: