



The Stables Independent School

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Feedback Policy

This policy links directly to the listed Stables Policies	Curriculum Policy
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This policy was reviewed and approved by the Proprietor in the Spring Term 2026.

It will be reviewed annually and approved by the Proprietor.

OVERVIEW

The aim of this policy is to help improve the effectiveness of our feedback to ensure that pupils are provided with timely and purposeful information that furthers their learning. Teachers should use feedback to help gather assessment information that enables them to adjust their teaching both within and across a sequence of lessons.

We recognise the importance of feedback as an integral part of the teaching and learning cycle. The sole focus of feedback is to further a pupil's learning and it shows a respect for the work produced. New learning should be created by identifying the gaps between what they can do and what we would like them to be able to do. Feedback is a part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

OBJECTIVES

- To ensure that all pupils have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem, and provide opportunities for self-assessment.
- As a result of this policy there will be greater consistency in the way that pupils' work is marked and how feedback is used to promote pupil success.

FEEDBACK AND MARKING

Whenever possible, feedback should involve the pupil directly. Feedback must empower a pupil to take responsibility for improving their own work; responsibility should not be taken away by adults doing the hard work for the pupils, (e.g. making corrections to the spellings).



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At The Stables Independent School, the 'In the Moment' feedback approach is adopted to enable all our pupils to receive effective and instant feedback that will help them to progress their learning. It is embedded within every session.

Feedback should reflect the pupils' achievement in respect of the learning objectives and should give them clear direction of how to achieve the success criteria or extend them. Records of pupil progress will be uploaded to Earwig.

Feedback/Marking	Purpose	What it looks like?
Feedback in the Moment	Intervention feedback within the lesson to prompt deeper thinking and swiftly address misconceptions. Will help a child to identify their key priorities for improvement and the progress they are making.	<ul style="list-style-type: none"> • Verbal feedback • Effective questioning to clarify or refocus tasks and enquiries • Mid-lesson adjustments • Misconceptions remodelled/ challenges provided • Some annotations in books
Improvement Feedback	Verbal feedback will be given as well as an opportunity to respond in order to strengthen the teaching and learning process to accelerate and deepen learning.	<ul style="list-style-type: none"> • Often given in the lesson to children for immediate action • Redirection of the focus of the lesson • Some annotations in books
Self-assessment and peer assessment	Autonomy is given to the children. Strategies taught to enable children to identify their own mistakes and correct accordingly and to give constructive comments to peers.	<ul style="list-style-type: none"> • Differentiated success criteria for children to use to comment on their attainment and success • Reading out work to a partner so they can spot and correct their errors • Asking children to show the best examples of the success criteria in their work.
Summary feedback	Takes place at the end of the lesson or activity. Involves whole class, provides an opportunity for evaluation of the lesson.	<ul style="list-style-type: none"> • Plenaries • Mini white boards – show me • Quick quizzes



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		<ul style="list-style-type: none"> • Verbal or written feedback
Feedforward	Takes place away from teaching, next steps of learning should be influenced by the assessment of the learning in the lesson.	<ul style="list-style-type: none"> • Planning will reflect the next steps for children • Teaching will support any areas of development/misconceptions.

RECEIVING FEEDBACK

A variety of factors may influence how children respond to feedback – they will need support to learn to use feedback effectively. Careful consideration needs to be given when offering feedback to pupils, as a ‘one size fits’ all approach may not be beneficial.

Factors that may influence a pupil’s use of feedback at our school could be:

- Past experiences in school
- Pupil motivation and desire for feedback
- Self- confidence and self esteem
- Lack of resilience
- Trust in teacher/teaching assistant
- Working memory

Across all lessons, there should be a greater emphasis on ‘In the Moment’ feedback, however sometimes, there are reasons why staff will be unable to mark in the moment and written feedback will be necessary.

Feedback is also given as a shared experience in the school community with certificates and awards given in Reward Assembly and mentions in the school newsletter. It can also be communicated to home via text, email or verbally.

FEEDBACK AND MARKING CODE

Written feedback	Green pen
Self-assessment/peer assessment	Purple pen
Work to be edited	Pink Pen
Verbal feedback given	VF
Supported work	WS
Independent work	I
Partner work	PW
Correct work	Green tick
Correction needed	Pink dot
Not engaged in lesson	NE



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