



Primary Feedback Policy (KS1 & KS2)

Vision

At King's College Riyadh, we believe that effective feedback is one of the most powerful tools for improving learning. Feedback should celebrate success, identify misconceptions, encourage reflection and provide pupils with clear next steps to improve.

Feedback is most effective when it is timely, purposeful and acted upon. For this reason, our approach places equal value on verbal feedback, live feedback during lessons and written feedback. Rather than viewing marking as an end in itself, we see it as part of an ongoing dialogue between teacher and pupil that supports progress.

Our approach aims to:

- celebrate achievement and effort
- identify misconceptions quickly
- move learning forward
- encourage pupils to become reflective learners
- develop independence and resilience
- provide meaningful information for teachers to adapt future teaching
- maintain a manageable workload for staff while maximising impact on pupil outcomes.

Principles of Effective Feedback

At King's College Riyadh, effective feedback is:

- timely and given when it has the greatest impact
- specific and linked directly to the learning intention or success criteria
- manageable for both pupils and teachers
- focused on improving learning rather than correcting every mistake
- responsive to individual pupil needs
- followed by opportunities for pupils to reflect and improve.

Teachers should always ask themselves:

"Will this feedback improve learning?"

If the answer is yes, it is worthwhile. If not, alternative forms of feedback should be considered.

Our Feedback Approach

Feedback may take a variety of forms including:

- verbal feedback during lessons
- live marking while pupils are working
- whole-class feedback
- teacher annotations
- marking codes
- written next steps
- self-assessment
- peer assessment.

No single form of feedback is expected in every lesson. Teachers should use professional judgement to select the most appropriate method based on the learning taking place.

Teacher Expectations

Every piece of recorded learning should show evidence that it has been reviewed by the teacher.

This may include:

- initials or ticks
- teacher annotation
- marking symbols
- verbal feedback notation (VF)
- highlighting
- live marking
- written comments where appropriate.

The emphasis is on ensuring pupils know their work has been seen and that feedback contributes positively to learning.

Teachers are not expected to write lengthy comments on every piece of work.

Next Steps

Whilst verbal feedback remains the primary form of feedback during teaching, pupils should also receive regular written improvement prompts.

As a minimum expectation:

- pupils should receive at least one written next-step target each week in English
- pupils should receive at least one written next-step target each week in Mathematics.

Next-step targets should:

- identify one precise improvement
- be achievable
- move learning forward
- provide pupils with an opportunity to respond.

Teachers should avoid writing extensive comments that are unlikely to be acted upon.

Verbal Feedback

Verbal feedback is recognised as one of the most effective forms of feedback.

Teachers should provide verbal feedback throughout lessons by:

- addressing misconceptions immediately
- questioning pupils
- modelling improvements
- conferencing with individuals or groups
- praising success and effort.

Where appropriate, teachers should record verbal feedback using the agreed school code (VF).

Live Marking

Teachers are encouraged to mark during lessons whenever possible.

Live marking enables teachers to:

- identify misconceptions immediately
- adapt teaching responsively
- celebrate success in the moment
- reduce unnecessary workload after lessons.

Live marking should be viewed as an integral part of effective teaching.

Pupil Response

Feedback should lead to improvement.

Where appropriate, pupils should be given time to:

- edit their work
- respond to teacher feedback

- improve a piece of work
- correct misconceptions
- reflect on next steps.

Purple or pink editing pens should be used in line with school expectations.

Self and Peer Assessment

Children should gradually develop the skills needed to evaluate their own learning and the work of others.

Teachers should regularly provide opportunities for pupils to:

- reflect against success criteria
- identify strengths
- suggest improvements
- edit and improve their own work.

Peer assessment should always be structured and purposeful.

Marking Codes

Teachers will use the agreed King's College Riyadh marking symbols to ensure consistency across the primary phase.

KS1 and KS2 marking codes are displayed in classrooms and taught explicitly so pupils understand the meaning of each symbol.

These include codes for:

- verbal feedback
- support
- next steps
- spelling
- punctuation
- capital letters
- grammar
- letter formation
- independent work
- celebration of excellent work.

Monitoring and Quality Assurance

Book looks and learning walks will focus on the quality and impact of feedback rather than the quantity of written marking.

Leaders will consider:

- whether work has been reviewed consistently
- whether feedback improves learning
- whether pupils respond to feedback
- consistency across year groups
- appropriate use of school marking codes
- evidence that teaching has been adapted in response to feedback.

The purpose of monitoring is to improve practice rather than ensure compliance.

Roles and Responsibilities

Teachers

Teachers are responsible for:

- providing timely and meaningful feedback
- using agreed marking codes consistently
- ensuring all recorded learning is reviewed
- providing weekly written next steps in English and Mathematics
- allowing pupils opportunities to respond to feedback.

Subject Leaders and Heads of Year

Leaders will:

- monitor consistency
- provide coaching and support
- share effective practice
- ensure the policy is implemented fairly and consistently.

Senior Leaders

Senior leaders will:

- monitor the impact of feedback on learning
- ensure expectations remain manageable
- review the policy regularly in line with educational research and school priorities.