



Feedback Policy

RATIONALE

This policy outlines our approach to providing feedback to students. We believe that the focus of giving feedback is to further a child's learning. Feedback at our school is guided by the principles that it should be **manageable for staff, meaningful for students, and motivating to support learning**.

We believe that feedback should empower students to take responsibility for improving their own work and/or progress. Marking and teacher feedback should not remove the responsibility from students by doing all the reflective thinking for the student.

Guided by the frameworks and recommendations of the Department of Education WA, KPS is committed to focusing on effective feedback as a High Impact Teaching Strategy (HITS) alongside a commitment to maintaining an appropriate and manageable workload for school staff.

CORE PRINCIPLES

1. Manageable

Feedback should be time-efficient and sustainable for both staff and students. It should not create unnecessary teacher workload but instead focus on practices that positively impact student progress. Effective feedback is reflected in the quality of feedback given as opposed to quantity of feedback.

2. Meaningful

Feedback should directly relate to the learning intention and success criteria. It must help students understand how to improve, consolidate their understanding, and reflect on their learning journey. Feedback within a narrowly focussed lens encourages staff and students to concentrate on critical next steps to encourage student learning.

3. Motivating

Feedback should encourage learners, build confidence, and celebrate progress. It should promote a growth mindset and inspire students to take ownership of their learning through a belief that they can improve.

TYPES OF FEEDBACK

Feedback may be delivered in the following forms:

- **Verbal Feedback** – immediate, interactive, and often the most effective form, especially in the moment of learning.
- **Written Feedback** – used where appropriate, particularly in upper primary years. Written feedback is specific and tailored towards criteria for improvement, rather than 'deep and broad marking' of all grammatical, punctuation and spelling errors throughout the piece of work. Feedback stamps are often used to highlight specific next steps or areas for students to focus on or correct.
- **Self-Assessment** – using success criteria, traffic lights, 'Two Stars and a Wish', checklists, or reflection prompts.

- **Peer Feedback** – taught, modelled, and scaffolded using familiar frameworks to ensure it is constructive and purposeful.
- **AI (Artificial Intelligence)**- AI programs such as Writemark may be used to support marking and feedback processes. These tools assist staff in providing relevant and timely feedback but do not replace teacher's professional judgment. All final assessments, grades and feedback remain the responsibility of the teacher.

FEEDBACK IN PRACTICE

English and Mathematics

- Work is marked with reference to learning objectives.
- Strengths and next steps are identified, where appropriate.
- General spelling, punctuation, and grammar are addressed in line with the student's developmental stage and are marked *when relevant* to the learning intention or success criteria.
- Verbal feedback is used frequently to support real-time learning and promote student progression.

Other Curriculum Areas

- Feedback is often verbal and focused on learning goals.
- Written comments are used selectively to reinforce key learning points.

Early Childhood Years (K/P/Y1)

- Feedback in the Early Years is primarily verbal, immediate, and often embedded in play-based learning.
- Practitioners use positive reinforcement and modelling to guide and extend children's thinking.
- Staff observe and interact with children to scaffold learning in real time, rather than retrospectively.
- Written annotations are used in learning journals or portfolios to document progress and next steps for planning purposes—not to provide written feedback to the child.
- Marking of work (where applicable) is kept minimal and used to acknowledge effort, such as through stickers, stamps, or brief comments that reflect the child's voice or thinking.

MARKING CODES

Teacher marking codes are symbols or abbreviations used to provide concise feedback on student work, indicating errors or areas for improvement. Marking codes may be used at the discretion of the teacher to suit the developmental stage and/or subject area context of the students.

STUDENT INVOLVEMENT

At KPS, we believe that student involvement in reflection and feedback is critical to developing self-aware and self-motivated learners who take responsibility for their learning and development. When active participants in this process, students develop a deeper understanding of the skills and learning criteria necessary for improvement. This cannot be achieved when students are passive participants and rely on teachers to find all errors within their work with no scope for self-reflection, goal setting and improvement.

Students are encouraged to reflect on their learning and respond to feedback where appropriate. Teachers are also encouraged to provide opportunities for students to engage in their own self-evaluation processes and contribute to peer-evaluation processes, with structured support. Time is built into lessons for children to review and act on feedback, particularly in middle and upper primary.

This approach reflects our school CARE values. Students demonstrate **accountability** by taking ownership of their progress, strive for **excellence** through continuous reflection and improvement, and show **effort** by engaging purposefully in the feedback process. Through these practices, we empower students to become independent and resilient learners.

MONITORING AND REVIEW

Feedback will be regularly gathered and reviewed to ensure this policy and its procedures remain effective, evidence-informed, and aligned with school priorities