



Feedback Policy

Rookwood School

November 2025

Date of adoption of this policy	September 2022
Date of last review of this policy	Autumn Term 2025
Date for next review of this policy	Autumn Term 2028
Policy owner	Head of Prep & Head of Senior
Proprietor	Amit Mehta (ILG)

1. Scope

At Rookwood feedback is a key tool for providing information to identify next steps for learning, inform teaching, and report on achievement and progress. It should be read and used in conjunction with the relevant learning and attainment descriptors used for the school reports (copied at Annexes A and B). This policy applies to all subjects and departments throughout Rookwood (KS1-5) but it is not applicable to the EYFS, who follow the Early Years framework.

2. Purpose

Feedback should be purposeful, consistent, and easily understood by pupils, teachers and parents. Its principal aim is to help to raise standards and clarify expectations through clear feedback, which may be written or verbal. All feedback must be consistent with the learning and attainment descriptors used in the school reports.

Feedback has two broad functions:

Assessment for Learning –

- improving learning and/or metacognitive awareness;
- providing specific feedback with regard to individuals to ensure that pupils know what they are supposed to be learning, what they have achieved and how they can continue to make progress;
- where appropriate set targets for progress.

Assessment of Learning –

- provide reliable judgements about pupils' progress and attainment which will inform pupil tracking and summative reports;
- focus where appropriate on specific learning objectives;
- be consistent across the subject area;
- be used to inform departmental and curriculum planning.

3. Delivery of Feedback

- will be provided in a variety of ways including, but not limited to, written, verbal, and peer;
- will encourage pupils and reward effort and achievement e.g. through the use of aspire points and postcards etc;
- will help keep parents informed about their children's work and progress;
- will confirm to pupils and parents that written work is monitored by the teacher.

4. Guidelines

Frequency and Depth of Feedback

Reasonable expectations for the frequency of feedback may vary from subject to subject and the year group of pupils. Some subjects are taught every day, some once a week, some subjects generate significant amounts of written work, others substantially less. It is not appropriate therefore to have a standard feedback frequency for each subject. As a minimum, the expectation at Rookwood is that teachers will provide feedback for at least one piece of work, in depth, at an appropriate point in a cycle of work. For example, a GCSE maths group

will have a piece of work marked, in depth, at the end of a topic or unit of work. **At Key Stage 2** after building up a piece of extended writing, the final piece will be marked in depth.

Sometimes, and especially for Prep aged pupils, written feedback is not appropriate, and making codes are used as an alternative. These can be found in Annexe C.

'In depth' typically means providing written feedback which recognises children's strengths and identifies areas in which progress could still be made, often by setting clear targets.

Marking use of English

We recognise that it may not be possible or indeed appropriate to correct every mistake evident in pupils' work. However, it is the school's policy to promote good use of English, throughout all subjects, and to correct fundamental grammatical errors and spelling mistakes within high frequency words. Specific subjects may also focus on subject specific vocabulary which is most relevant in their areas.

Self & Peer Assessment

We believe that self and peer assessment promotes pupils' understanding of different levels of performance, expectations and an increased appreciation and understanding of their own and others' work. To this end the school supports the use of appropriate self and peer assessment in order to enhance pupils' progress.

Learning and Attainment Descriptors

Where work is marked with the intention of providing summative judgements about attainment and progress, for example to inform reporting processes and pupil tracking, it is important that we use a consistent approach across the school. Consistency within the use of grades and a clear understanding of what they mean will promote shared standards and expectations. This consistency will enable pupils to gain a reliable measure of where they are and what they have achieved within a piece of work. Pupils should be able to make a clear comparison between the grades they are given for their work and the grades they receive in their subsequent report. Thus, learning and attainment grading should relate to the school report learning and attainment descriptors (copied at Annexes A and B).

At Sixth Form, marking is closely linked to exam marking guides and feedback is given on how a pupil can improve, whilst not being required to follow the learning and attainment descriptors.

Consistency

Given the very different nature of subjects and how they are taught, it is not appropriate to direct that all feedback must be managed and delivered in the same way across the school. We would expect that to be effective, different subjects and age groups will work in different ways. However, what is key is that the guidelines above are followed and that pupils can see a correlation between how they receive feedback and how teachers grade them in their reports.

5. Version Control

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Annex A - Learning and Attainment Descriptors Key Stage 1

ROOKWOOD SCHOOL LEARNING AND ATTAINMENT DESCRIPTORS - KEY STAGE 1

LEARNING - APPLICATION AND EFFORT

Engagement in Learning

5	Actively engaged in learning. Always asking pertinent questions and exploring linked themes. Learns independently.
4	Engaged in learning. Regularly asking questions and linking thoughts and ideas in their work.
3	Regularly engaged in their learning, sometimes requires prompting by their teacher.
2	Shows some interest in their learning, but requires regular support from their teacher/LSA in order to develop their understanding.
1	Shows little interest in developing understanding in their learning, even with teacher/LSA support.

Quality of Classwork

5	Excellent classwork, nearly always exceeding the requirements of the task.
4	Classwork is regularly completed to a good standard.
3	Classwork regularly meets the standard expected by the teacher.
2	Occasionally classwork is incomplete or insufficient. Most classwork shows some understanding, but may need extending and further development.
1	Classwork is regularly incomplete or insufficient. Demonstrates little desire to make necessary improvements in their work.

Home Learning

5	Excellent home learning/reading at home.
4	Good home learning/reading at home.
3	Home learning/reading at home regularly meets the standard expected by the teacher.
2	Little effort shown with home learning/reading at home.
1	Home learning is incomplete/no reading at home.

Behaviour

5	Always (or almost always) well behaved in lessons and having a positive influence on the learning of others.
4	Usually well behaved in lessons and having a positive influence on the learning of others.
3	Occasionally not well behaved in lessons, requiring occasional teacher intervention.
2	Often not well behaved in lessons, requiring regular teacher intervention.
1	Always (or almost always) not well behaved in lessons, requiring constant teacher intervention.

ATTAINMENT DESCRIPTORS

Exceeding	Securely meeting	Meeting	Developing	Emerging
5	4	3	2	1

Note: Attainment is a teacher's assessment of a pupil's progress compared to National age related expectations.

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Annex B - Learning and Attainment Descriptors Key Stage 2, 3 and 4

ROOKWOOD SCHOOL LEARNING AND ATTAINMENT DESCRIPTORS - KEY STAGE 2, 3 & 4

LEARNING - APPLICATION AND EFFORT

Engagement in Learning

4	Actively engaged in learning. Always asking pertinent questions and exploring linked themes. Learns independently.
3	Engaged in learning. Regularly asking questions and linking thoughts and ideas in their work.
2	Regularly engaged in their learning, sometimes requires prompting by their teacher.
1	Shows some interest in their learning, but requires regular support from their teacher/LSA in order to develop their understanding.
0	Shows little interest in developing understanding in their learning, even with teacher and/or LSA support.

Quality of Classwork

4	Excellent classwork, nearly always exceeding the requirements of the task.
3	Classwork is regularly completed to a good standard.
2	Classwork regularly meets the standard expected by the teacher.
1	Occasionally classwork is incomplete or insufficient. Most classwork shows some understanding, but may need extending and further development.
0	Classwork is regularly incomplete or insufficient. Demonstrates little desire to make necessary improvements in their work.

Quality of Homework

4	Excellent homework, nearly always exceeding the requirements of the task and submitted on time.
3	Homework is regularly completed to a good standard and submitted on time.
2	Homework regularly meets the standard expected by the teacher and is usually submitted on time.
1	Occasionally homework is incomplete or insufficient. Most homework shows some understanding but may need extending and further development, or it is regularly submitted late
0	Homework is regularly incomplete or missing.

Behaviour

4	Always (or almost always) well behaved in lessons and having a positive influence on the learning of others.
3	Usually well behaved in lessons and having a positive influence on the learning of others.
2	Occasionally not well behaved in lessons, requiring occasional teacher intervention.
1	Often not well behaved in lessons, requiring regular teacher intervention.
0	Always (or almost always) not well behaved in lessons, requiring constant teacher intervention.







ATTAINMENT DESCRIPTORS

4	3	2	1	0
Exceeding	Securely meeting	Meeting	Developing	Emerging

Note: Attainment is a teacher's assessment of a pupil's progress compared to National age related expectations.

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Annex C – Prep School – Suggested Marking Codes

Key Stage 1	
Code	Explanation
✓ ■	Correct
*	Exceptional part
-----	You can improve this
	Letter formation
	Capital letters (wrong or missing)
	Finger spaces
	Full stops (wrong or missing)
	Listen to the sounds you can hear (phonics)
	Punctuation
Λ	Word missing
I	Independent Work
<u>sp</u>	Spelling
S?	Does it make sense?

Key Stage 2	
Code	Explanation
✓ ■	Correct
●	Think again / incorrect
*	Exceptional part
-----	You can improve this
C F Q P	Punctuation (C – capital letters, P – other punctuation) or highlighting / circling specific error
S?	Does it make sense?
Λ	Word missing
<u>sp</u>	Spelling
VF	Verbal feedback given (must include a brief description of the conversation i.e. commas) and should result in purple editing by the pupil.
I	Independent Work
<i>Missing punctuation demarcated as a P or C=capital letter, F=full stop, Q=question mark, as appropriate.</i>	