
Responsible body

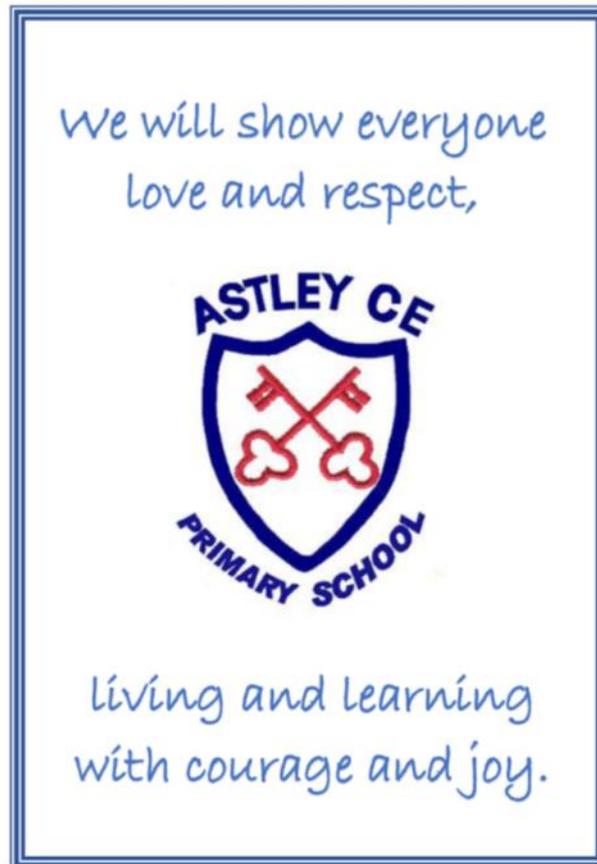
Title of policy



Governing body

Feedback and Marking Policy

Our Vision and Values



Astley School recognises that our 'deeply Christian' ethos and values are at the heart of all we do. Feedback and marking will always be given with an attitude of love and respect. It seeks to support each pupil to become the very best they can be. By developing their skills through a cycle of effective teaching, assessment, feedback and planning, each pupil can find joy in their learning, delighting in their progress and development of skills. Feedback should inspire a courageous attitude in pupils encouraging them to take risks, to learn from their mistakes, to innovate, to work hard, to aim high.

Ratified by the Governing Body:

Date for review: March 2023

Signed by:

Chair of governors Date: Monday 15th March 2021

Alison Reakes-Williams

Headteacher Date: Monday 15th March 2021

Author

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What is feedback?

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. (Education Endowment Foundation)

Feedback is an integral part of high quality teaching and learning and a central part of a teacher's role. Feedback enables pupils and teachers to understand where children are as learners, where their learning is going, and the next, small steps they need to take to continue the journey. We want children to learn swiftly from their mistakes, to correct misconceptions and to develop a secure understanding that leads to accelerated progress.

To achieve this teachers must have a rich, deep and accurate understanding of where each pupil is as a learner and how to move them on. Feedback is effective when a child demonstrates that they have made the progress suggested. Where a child can regularly respond to feedback, progress is likely to be rapid.

We take a whole school approach to feedback and marking, that ensures all staff apply the agreed principles consistently and age appropriately. We want to ensure that teachers spend most of their time planning and delivering teaching. We want to eliminate unnecessary workload and an over reliance on written marking. Feedback is a valued component of teaching and learning, with time given in lessons to fully engage in it.

Aims

In line with evidence of best practise from the EEF, our feedback aims to:

- be specific, accurate and clear to progress learning
- address mistakes and correct misunderstanding
- encourage dialogue, interaction and inspire further effort
- foster a sense of achievement and pride in learning, including presentation
- develop pupil's independence in effectively checking, editing and improving learning
- be delivered as soon as possible

Principles

The teacher is best placed to judge the method of feedback which is likely to have most impact on learning. Feedback will relate to specific lesson objectives, to the personalised needs of pupils and to subject specific content or vocabulary. It will focus on the task, the process and the pupil as a learner. Pupils will be taught to take ownership of their feedback as a vehicle for improving their learning. They are expected to respond to and apply oral and written feedback. It is vital that teachers evaluate the work that children undertake in lessons and use this information to adjust their teaching in the short, medium and longer term.

Written feedback should only be used where the pupil can read the comments or the comments are read to the pupils to enable access.

Early Years

Our whole school approaches are used in Early Years, as appropriate to the task and pupils, recognising that immediate verbal feedback is the primary tool. Self and peer marking are introduced gradually at this early stage, so that learners become fluent in discussing learning, over time. Next lesson feedback where the next lesson becomes the feedback is integral to how learning in EYFS is continually moved on. Tapestry is used as a tool to record evidence and support judgements.

In practise

Feedback may be given within the lesson (immediate), at the end of a lesson (summary) or at a later time (review).

We understand that immediate feedback is likely to be the most effective driver of learning, especially for younger pupils. Review feedback enables teachers to adapt future lessons and learning sequences to match the children.

A range of methods of feedback are used as follows:

Type	Feedback to learner/teacher or both
Immediate	Mini whiteboard work Book checking Verbal directions to correct or re-direct pupils Tick and flick marking, especially where there is a definitive answer Higher order questioning
Summary	Plenary oral feedback to whole class Question and answer to evaluate learning Self-assessment using a mark scheme, dictionary etc. Peer assessment against agreed criteria involving joint discussion
Review	Written comments or annotations requiring a response at a future date Tick and flick marking especially where there is a definitive answer Self-assessment using a mark scheme, dictionary etc. Peer assessment against agreed criteria involving joint discussion Annotation of assessment grids Linked to target setting Linked to redesign of lesson sequences Next lesson feedback addressing misconceptions Test marking and grading, question analysis

Target setting

Feedback and assessment are fundamental to the process of setting targets with children. This ensures that pupils are clear about the learning and the steps needed to attain further learning. The assessment sheets in the back of reading, writing and maths books in Key Stage Two are used when marking and in feedback conversations with children to identify targets. Using this list of objectives over time, enables children to be clear about the skills and knowledge they have attained and the objectives that are their next target. In Key Stage One, children have a writing bookmark where objectives are identified by the teacher during assessment and marking and are appropriately simplified to form a bookmark target that the pupil is both able to read, with support, and understand. Targets in Early Years are identified and understood by the Early Years Teachers and shared with Teaching Assistants. Tapestry is used to record observations of these targets being met, enabling a learning journey to be compiled for each child.

Marking

All written work is seen and acknowledged by the class teacher. This is important in ensuring that standards of effort and presentation are maintained through both motivation (extrinsic) and pride in work (intrinsic).

In Early Years and Key Stage One, 'review' marking will only lead to written comments if the child is able to read them or they are read to them or the teacher wishes to record their assessment for future reference.



In Key Stage Two, written comments and questions are used to provide meaningful guidance that was not possible to share during the lesson. In most cases, written feedback will focus on extended pieces of written work, or extended tasks which are reviewed in detail by the teacher after a lesson. This written feedback will recognise the child's achievements and provide clear guidance on next steps in their learning. In learning where there are definitive answers, marking will make it clear whether the answer is correct or not.

Where a group of pupils have a common need, teachers may adjust future plans and provide verbal feedback to the pupil group at the next possible opportunity.

Marking codes

Teachers mark with the intention that minimum teacher time should lead to maximum pupil outcomes. This means that pupils should work harder than the teacher on a piece of work and that marking leads to pupils taking responsibility for accuracy and understanding. Codes and symbols help to achieve this and are introduced as appropriate to the age and stage of pupils.

Annotation	Location	Meaning
I	top left of work	independent
T	top left of work	teacher support
TA	top left of work	teaching assistant support
VF	below work	verbal feedback
FG	below work	focus group
SC	in margin	self-correction
sp	in margin	spelling
CL	in margin	capital letter
P	in margin	check punctuation
//	in margin	new paragraph required
~~~~~	within work under words	meaning unclear – needs rephrasing
^	within work	missing words or phrases
.	right of answer	maths answer needs checking
✓	right/ above answer/word	correct
✓✓	right/ above answer/word	excellent

Children work in pencil moving on to blue pen during Key Stage Two. Once using pen – pencil denotes a pupil has checked and corrected their work. Purple pen is used to denote peer marking, green pen teaching assistant marking and black pen teacher marking.

Feedback comments and questions on a pupil's work are written on the lines below a piece of work to the same high standard of presentation expected from children.

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Monitoring the policy

Research suggests that, whilst the costs of feedback are low in monetary terms, it requires a high investment in time and that sustained professional development for teachers and teaching assistants is likely to be required to achieve maximum impact. Therefore, feedback and marking will be regularly considered by staff during training sessions, book scrutiny and lesson drop ins to ensure it is effective.

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