

Policy owned: SIMCE
Reviewed: Spring 2024
Next Review: Spring 2026

‘Learn to love and love to learn; in God’s love each one will shine’.

St. Andrew’s Church of England (VC) Primary School

Feedback and Marking Policy

1. Rationale:

The [eliminating unnecessary workload around marking](#) report highlighted “that marking had become a burden that simply must be addressed” (DfE, 2016). This has been subsequently reinforced by the DfE’s 2019 reducing teacher workload toolkit (<https://www.gov.uk/guidance/school-workload-reduction-toolkit#feedback-and-marking>) and by the Education Endowment Foundation recommendations (June 2021) for effective feedback: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback/>

At St Andrew’s we have therefore adopted the following principles to ensure that we balance the teacher workload with supporting our children’s learning.

We want our feedback to be effective and concise and at all times help to encourage pupil progress.

“Effective feedback needs to be used as a windscreen, rather than a rear-view mirror. In other words, rather than commenting on work that has been finished, it needs to impact the future work that a pupil will undertake. i.e. it should be ‘a recipe for future action.’ (EEF Guidance p29)

2. Foundations for effective feedback

Before providing feedback, teachers should provide **high quality instruction**. This is provided by;

- Following our planned, sequenced curriculum. Teachers will know what is being taught and where it is in the place of the learning sequence;
- Be aware of common misconceptions and prepare for them;
- Encourage the retention of learning by using repetition practice;
- Use modelling, scaffolding to support learning;
- Adapt teaching in a responsive way to support both struggling and excelling learners;
- Provide pupils with tools and strategies to plan, monitor and evaluate their learning.

Ongoing **formative assessment** during lessons will help teaching staff assess learning gaps which feedback will address. Put most simply, formative assessment ‘means providing teaching that is adaptive to pupils’ needs and using evidence about learning to adjust instruction to ensure that learning moves forward.’

The five key strategies of formative assessment (D.William, 2018)

Where the learner is going		Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria	2. Eliciting evidence of learning	3. Providing feedback that moves forward
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning	

3. **Formative assessment** opportunities which staff employ may include:

Techniques and strategies		
Start of lesson	Middle of lesson	End of lesson
Flashback 4 Recall/retrieval activity Review, Revisit and Remember (RRR) – day before, week before, topic before Planning based on previous lesson attainment Pre teach Thumbs up / down Mind map Open ended question Quick quiz	Targeted questioning Whiteboards Strengths and weakness discussion Model work -WAGOLL (What A Good One Looks Like) 'What not to write.' Mini plenary Talk partners Observation of children Think, pair, share Feedback through physical action Number fans or some other similar fan – letter fan, emoji fan, Point to it eg: everyone point to the word which means....	Plenary Marking against the WALT Peer feedback Self-assessment Green pen editing Sharing of work Questioning KWL Apply in different contexts 1:1 checking Quiz/multiple choice - Quick quiz The PEAK effect – end on a high!
<ul style="list-style-type: none"> • Questioning- during lessons • No hand –up techniques eg use of lollysticks to randomise questions to pupils • Addressing misconceptions as they arise • Class culture of 'having a go' • Observe body language" what for anxiety, nervousness, confidence, over confidence • Be mindful of cognitive overload when working with the whole class – adapted retrieval activities • Say it again better: acknowledge first response, give supportive feedback, invite child to say it again better, respond to improved response. • Show me boards" organisation required, goal and time frame, signal 3-2-1 show me • Cold calling – selecting pupils at random – keeps children aware and engaged but be mindful of making this a positive experience: high stakes – low threat • Use of drawing for learning (particularly neurodivergent children) • Also: working with LSAs – give notes, share strategies, feedback sheet, be explicit, discussion time- don't assume they are aware of all issues, ie, pedagogical techniques, effective adaptation, etc 		

4. **Types of Feedback:** Feedback can be either verbal or written.

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.. Verbal feedback, however, needs to follow high quality foundations. Verbal assessment;

- should be timed appropriately;
- focus on task and moving learning forward;
- **be used by the pupil;**
- can be planned and structured (eg actions from previous lesson assessment) or spontaneous based on ongoing formative assessment;
- may target and direct pupils attention back to the learning objective of the lesson or success criteria.
- may be given individually, in groups, to whole class
- may be used in conjunction with a visualiser
- may re-direct the focus of teaching or the task;
- may praise effort and contributions;
- may take place in subsequent lessons or catch-up sessions to revisit learning, unpick misunderstandings and consolidate learning;

How we show the 'presence' of the teacher whilst offering verbal feedback?

It is important that pupils feel that the adults are fully engaged and are monitoring and assessing their work at all times even when the majority of feedback may be verbal. So that our children can feel confident that their efforts are being acknowledged by teachers and know their next steps it is recommended that teachers show their 'presence' either by a simple tick, stamp, adult written directions (see below live marking) or use the code below, when verbal feedback has been given. Teachers are not expected to do this for every piece of work but when it is most impactful and helpful for that child.

This will also help the teacher monitor how often they are verbally supporting a child, and whether there is a need for repeated guidance, in which case it will become clear that the child is not accessing the learning and an adaptive/alternate intervention will be necessary.

EYFS	CI Child Initiated	S support	VF Verbal feedback	I Independent
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Written Feedback: As with verbal feedback, written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject and/or self-regulation and is then **used by the pupil**.

For written feedback teachers will usually use purple pens.

What might effective and time-efficient written feedback look like?

Live marking: - completed during lesson. This may be:

- undertaken with an individual child or with small group
- With whole class using a visualiser

Coded marking - The following annotations **may be used** to support children to improve their written work.

✓	Tick	Correct Or when against the WALT shows that the child has experienced the learning but may need consolidation.
✓✓	2 ticks	When a WALT is met
✓✓✓	3 ticks	When a particular area is exceptional, against the WALT
•	dot	Incorrect / think again
~ /SP	squiggly line	Incorrect spelling
○ / CL	Circle around letter or CL	Missing or incorrect capital letter or other punctuation
//	Double forward slash	Paragraphing
S?		Does it make sense?

Adults, using their professional judgement of what will best help support the learning of their children, may mark

- all of the class books;
- a selection of books;
- after a module of work or sequence of lessons;

Adults **may** choose to use the overview sheet (see Appendix) to help make notes of next step learning whilst looking at the children’s work.

Adults **may** annotate next learning steps on their planning.

‘Thinking like a teacher’ -Children may mark their own work, using guidance from the adult. They may edit and revise their work.

Children may assess/mark other children’s work against given success criteria.

5. Frequency of feedback

Decisions on the timing of feedback will be made by classroom teachers. To guide this judgement, teachers should consider three things; the **task**, the **pupil**, and the **class**.

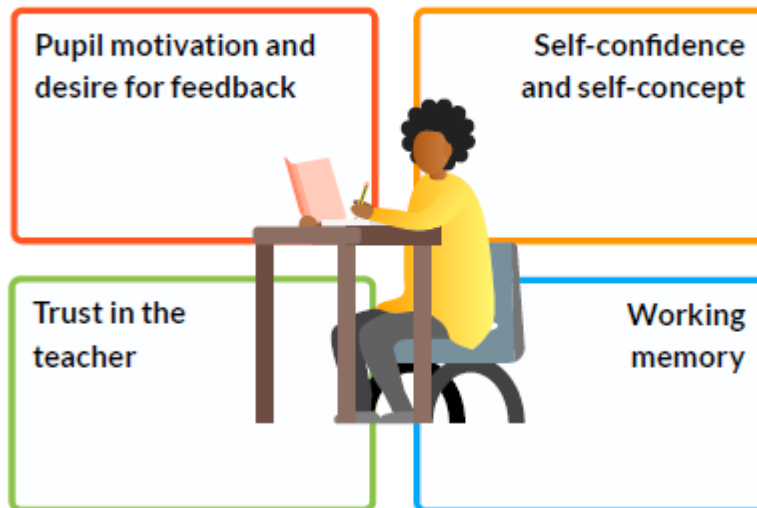
The task	The pupil	The class
<p>The timing of feedback may need to be adjusted depending on the task. Some tasks may give feedback themselves so immediate feedback may not be necessary – eg art, music, PE where a pupil attempts and swiftly sees that they have not achieved required results.</p> <p>However on tasks where pupils may not recognise errors or gaps-swift intervention is necessary to ensure misconceptions and misunderstandings are not continued.</p>	<p>Staff to be aware of and respond to individual needs of children. e.g. Some pupils benefit from swift feedback to help stay on task. Some may be distracted by repeated interruptions</p> <p>Some pupils will benefit from scaffolded support to help guide but not complete work for them.</p>	<p>Starting a lesson in a module of work - may recap, revisit, using children’s work.</p> <p>Upon setting a task a teacher may notice a particular misconception has arisen across a large proportion of the class and so may opt for an immediate whole-class feedback or re-teach that particular area of content.</p>

6. Using Feedback

“Giving feedback to learners does not magically improve their skills or boost their grades without those learners acting.” Winstone, Nash, Parker & Rowntree 2017

For either written or verbal feedback to be effective – consideration needs to be given to how children receive feedback. Pupils should see feedback as a positive step and welcome it.

Figure 3: Factors that may influence a pupil's use of feedback



Teachers therefore should:

- Make it explicit to the pupils why you are giving feedback – ie to move learning on. That it is an integral part of their learning journey;
- provide clear, concise and focused feedback linked to the task, subject and/or self-regulation;
- use language which can be understood; Written comments which can be read;
- provide time for pupils to respond (eg they may self- edit their work, discuss questions with a partner, revise their answers, develop their ideas further etc);
- help build up the self-confidence of learners – to see learning as a process. (Eg 'We can't do it –yet!');
- explain why feedback is being given – discuss the purpose of feedback- with class or individuals;
- modelling the use of feedback
- ensure they do not overload the pupil – different pupils will have different capabilities and so teachers will adapt and provide simpler, clearer feedback to some pupils;

Teachers should monitor whether their feedback is being used by pupils. If not, the approach will need to be adapted to ensure that pupils are welcoming and acting on the information provided.

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Appendix

Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

WALT:

Date:

Subject:



Needs more support



Exceeded

Next lesson