



Park School Teaching Service

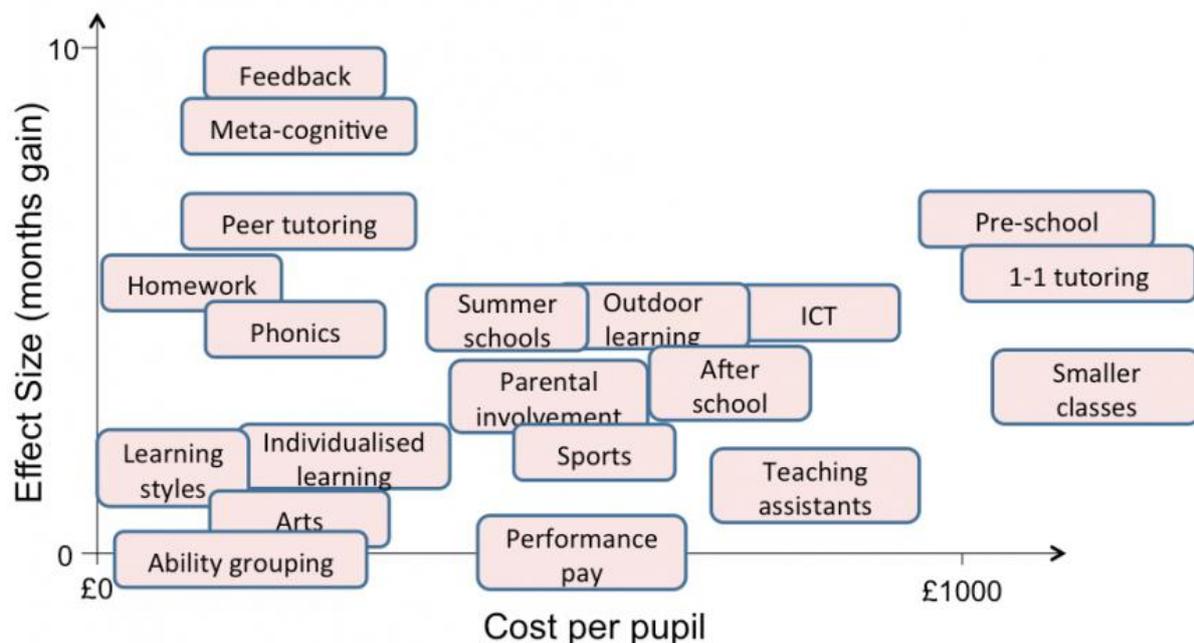
Marking and Feedback Policy

Reviewed By	Kiran Peart / Gareth Webb / Teaching Staff
Last Reviewed	May 2022
To be reviewed	May 2023

Introduction

Studies completed by the Education Endowment Foundation show feedback to have a high impact on learning.

Evidenced Based Interventions



(Image based on the [Education Endowment Foundation Toolkit](#) findings)

Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.

In order for feedback to be effectively delivered, several other components of good teaching and learning are required (such as considered planning, clear goal setting and effective assessment). Synchronous oral feedback has a greater impact than written feedback received days later. When written feedback is given students need time to respond to it.

Our aim is to only give feedback when it is needed and when it benefits learning.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Feedback is a timely means of communication with pupils about their individual progress; it should inform the next step in their learning. This can include marking, but will mainly be verbal feedback during the lesson.

Why do we give good feedback during the lesson?

- To assess and discuss with children what they are learning.
- To intervene in a timely way if children have not understood work and to further challenge them if they have.
- To motivate further by praising current achievements.
- To inform the next step in learning so that children know what they need to do in order to improve.
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards.

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/bad/indifferent, and may lose interest or not produce work of such quality in future.

When do we feedback or mark?

- Ideally whilst the work is in progress - daily
- At the completion of a piece of work – dependent on subject
- Following more formal assessment work- at least termly

It is good practice for teachers to move around the room giving feedback, marking and commenting whilst the children are still working. (OF to be written in the margin at the point at which oral feedback is given.)

Feedback and marking should be to the **learning objective/ success criteria** of the lesson **or an individual's targets/next steps** -Pupils, teachers and learning mentors should know the particular focus that is being assessed.

- When providing written feedback you should include a positive comment based on any targets that have been achieved or partially achieved, and any targets still to be reached and how to move towards them.
- The above will be evidenced with WWW – what went well and EBI – even better if or Next Steps whichever is more appropriate.
- Time must be given for students to respond to these comments and have this acknowledged by the teacher/ learning mentor.

Quality feedback by the teacher will offer prompts to help close the gap and move learning closer to achieving the learning objective.

Improvement prompts/next steps could be:

- A reminder – remember what happens to digits when you divide by 10
- A question – which of these 2 answers for number 12 is right?
- A directive – come and explain how ...
- An unfinished sentence – when we divide by 10 all the digits move ...
- If all is correct – These are all correct. Can you tell me the rule?
- A slightly harder question for the pupil to do

Peer feedback is a valuable learning tool and can prove effective at promoting group discussions.

Peer feedback should be evidenced in books using the symbol PF and be aimed at students using success criteria to comment on the work of others.

Self-feedback is essential in completing the journey from dependence on the teacher to more independent learning, in readiness for life without the teacher and provides opportunities for deeper thinking and learning.

Self-feedback should be evidenced in books using the symbol SF and should be aimed at students using success criteria to comment on their work.

In response to the DfE “Eliminating unnecessary workload around marking” report of March 2016 It is intended that application of the above policy will enable teachers to feedback to pupils in a way which will impact significantly on their progress without having to spend hours of unnecessary marking which will have very little impact on overall learning.

The **Quantity** of feedback should not be confused with the **quality**. The quality of the feedback – oral or written, is in how well a pupil is equipped to tackle subsequent work.