Feedback Guidelines

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Review Frequency   :   Annually

Next Review Due   :   Feb 2024

Marking and Feedback Guidelines

Penwortham Priory Academy has looked at best practice and taken on board findings from the Independent Teacher Workload Review group and EEF and latest research when formulating our feedback guidelines.

We believe that for all instances where feedback occurs, the following points should be considered:
- Does the input support the student to be an agentic responder? i.e., have they been given enough granular detail in their learning to understand the granular detail of feedback? Do they know how to respond?
- Does it move the student forward?
- Is it manageable?
- Is it fit for purpose?
- Does it take the most effective form?
- Are students given time to reflect upon their feedback?
- Does the feedback promote independence and resilience?

Feedback should be given during, or as soon as possible after the completion of a task to enable pupils to correct errors and address any misunderstandings. Effective 'whole class' and/or 'targeted' questioning of individuals is an essential component of feedback that helps student develop their responses and enables teachers to respond to misconceptions.

Feedback must inform rigorous planning; this does not mean there is a requirement to produce lesson plans. Planning for a lesson or teaching sequence must consider opportunities for feedback and how and when students should act upon it. It should also stimulate teachers to engage in reflection on the effectiveness of their teaching.

Verbal Feedback
Verbal feedback should be intrinsic to our teaching. Students should be able, via expert questioning and teacher explanation, to know where they have made progress and understand their next steps in learning. Verbal feedback is evidenced in student's work via the progress made. Where students are not making progress, other forms of feedback must be sought to address this, and the teacher must consider what their input was to enable the pupils to make the expected progress.

Written Feedback
Written feedback must stimulate thought and require action from students. This action may take the form of redrafting, reading, answering questions, online tasks or development of knowledge and skills for embedding in future tasks. This form of feedback will be clearly evident in pupils' work.

Peer and Self-Assessment should be used where teachers have given clear success criteria, checklists, answer sheets i.e., specific guidance so that pupils can be agentic responders.

Whole Class Feedback in any appropriate form e.g. crib sheets, checklists, modelling or coded marking can be used in order to address common misconceptions, highlight good practice and allow students to redraft, complete another task or apply to future tasks. If highlighting pupils for praise, teachers must be specific about what in their work was/is praiseworthy i.e. "Joe made an extremely well justified argument for the abolition of...".

Individual Feedback in the form of written comments, highlighting work, live marking within the classroom and verbal comments can be done on a 1:1 basis.

Online Feedback via Microsoft Teams, etc. must adhere to the principles of written feedback as above.

Marking for Literacy should take place in written feedback and pupils must be tasked with responding or correcting mistakes using a green pen. Staff must use current marking codes when feeding back. Agreed codes and actions for whole school use are:

Issue identified	Teacher action:	Symbol in margin or near mistake
Incorrect spelling	Circle or underline the word. Use judgement to determine if the child will need you to write the correct spelling to help them or if they will be able to use a dictionary to correct it.	**Sp** (or and asterisk ***** if the child is high prior attaining and should be challenged to self-diagnose
Incorrect use of a capital letter.	Circle the omission or error.	**C**
Incorrect use / missing punctuation.	Circle the omission or error.	**P**
Vocabulary is not sophisticated enough or the pupil has not used the Tier 3 word needed	Circle or underline the word.	**V**

N.B. Codes above are non-negotiable across the school; however, departments may add subject specific marking codes. These must be explained in a departmental feedback guidelines document and must be taught to pupils so that they can access them with ease.

Examinations and Assessments In house assessments should model PLCs or an exam board's criteria as closely as possible and will be marked in accordance with appropriate criteria. Systems for cross marking and moderation are in place within subjects / faculties and should be cross referenced with those in our teaching school alliance.