

Cleeve Prior CE Primary School



Policy for feedback
and marking
2024-25

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”

– Dylan Wiliam, Embedded Formative Assessment

This policy will promote regular verbal and non-verbal communication with pupils about their individual progress in a form that pupils and teachers clearly understand. It will also help to ensure that all students have feedback on their work to encourage a higher standard of achievement, challenge able learners and provide meaningful feedback. All of our pupils require feedback that should encourage them to produce work that they are proud of and is the best it can be. Therefore, our feedback must reflect our understanding of each child and their strengths and areas for development.

Quality of Feedback Criteria

It is widely recognised that verbal feedback is most effective. When pupils are given the opportunity to address misconceptions within a lesson, progress over time can be made at pace. However, this relies on the feedback from teacher to pupil being specific and related to the learning in question.

“A student should be able to read or hear their teacher’s feedback then do something very specific and concrete to improve their learning.”

Tom Sherrington

Due to time constraints, verbal feedback may not always be possible for every pupil within a lesson. Where this is the case, whole class feedback, self-assessment, peer assessment or specific written feedback that relates to the learning in question should be provided for the pupil to act upon at the soonest available opportunity. Whatever form of feedback is used, the **impact** upon the pupil’s work should be evident.

In order for pupils to make the most of the feedback they receive and also give to their peers and their teachers, it is important they understand **how** and **why** the feedback is being given. Pupils will need the following explained to them in child friendly terms to ensure they understand what it is they need to do next.

Verbal feedback:

This is a dialogue that takes place between pupils and the adults leading learning within the lesson. The teacher can explore the child’s thinking in depth and address misconceptions. The class teacher may use highlighter pens to indicate areas of work that need to be reworked as a result of their conversation. It is expected that the reworking will take place immediately and the improvements noted by the teacher in their discussion.

Whole Class/Group Feedback:

Whole class verbal feedback can be just as effective. This ensures the class teacher is responsive to the learning taking place in the class at any one time. Quality questioning is key to ascertain what it is pupils have understood/misunderstood in order to redirect learning.

Following any whole class/group feedback, pupils must have the opportunity to action the points raised in their work before continuing.

Written Feedback:

Written feedback is only effective when the child is able to read it and understand what it is they need to do as a result. However, the feedback should always be specific, focused and relate to the learning within the lesson. In Maths and English, pink highlighter is used to indicate areas for improvement – this may require the pupil to rework the area highlighted by writing it again under the teacher’s comment, or to make specific edits within their work. Both of these should be completed in purple pen to indicate the changes made. Time should be planned in for pupils to make improvements at the beginning of the following day.

Whatever form of feedback is provided, **actionable** feedback is far more powerful, and will help pupils understand their mistakes, close the gap between where they are and where they need to be.

Frequency of Feedback & Teacher Workload:

Teachers cannot be expected to give feedback on every piece of work for every single pupil which is why the forms of feedback described above have been adopted by Cleeve Prior CE Primary School.

General Principles:

- ‘Live’ marking should be an ongoing process of continuous feedback
- Before providing effective feedback, teachers should provide high-quality instruction based on the school’s Teaching & Learning Policy which will reduce the work that feedback needs to do.
- Ensure all work in exercise books meets presentation expectations.
- Feedback must focus on moving learning forward, targeting the specific learning gaps that can be identified using real-time assessment, questioning techniques, etc.
- Ensure daily feedback includes aspects of the quality of feedback criteria.
- Use self-assessment and peer assessment strategies (using purple pen)

Guidelines & Procedures:

The following guidelines will be implemented across the school:

- Feedback should always reflect the learning objective of the activity and provide an opportunity to go beyond
- Pupils should be encouraged to be ‘First Markers’ and check their work before handing in for feedback
- Where possible and appropriate, feedback should be done with the student face to face and live marking in class
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback
- Spellings and grammar mistakes should be corrected, but if there are many mistakes, correct if:
 - Spellings and grammar were part of the lesson objectives
 - It is a spelling that all children should know
 - It is something related to the child’s individual target

Connections to other policies:

- Teaching and Learning Policy
- Behaviour Policy
- Assessment Recording & Reporting Policy
- SEND Policy