

West Exmoor Federation



Feedback & Marking Policy

Revised July 2025

'Educating with love for life in all its fullness'

West Exmoor Federation – Feedback & Marking Policy

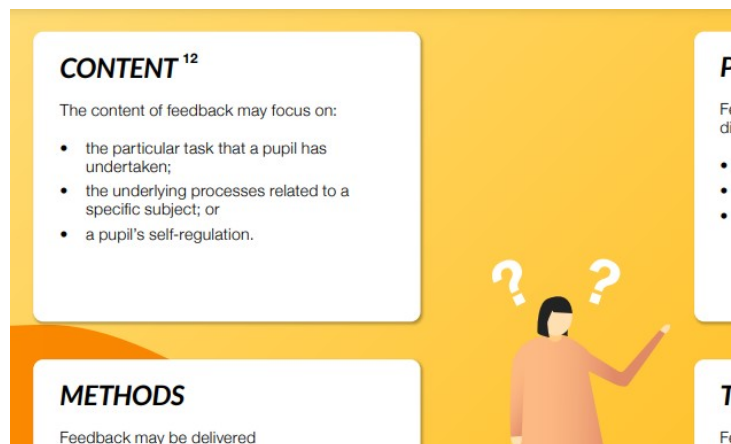
This Policy and Guidance document is written with a sole purpose of supporting and guiding all teachers of children within the West Exmoor Federation, to ensure that the time spent on feedback is meaningful, manageable and motivational.

Effective feedback begins with clarity on what needs to be achieved – whether in the short-term (the lesson's learning objective) or long-term (for example, achieving that year's National Curriculum objectives for a particular subject). Feedback is an ongoing dialogue on how well a child is doing against those objectives and what they need to do next in order to achieve the desired outcome.

Feedback can take a variety of forms and can be both oral and written. Feedback can be about the learning activity itself, about the process of activity or about the child's management of their learning or self-regulation. Feedback can be directed to different groups of learners and at different times. The teachers' standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

Providing effective feedback is instrumental to moving learning on. To achieve maximum impact, feedback should follow these principles:

- It should be specific, accurate and clear.
- It should be timely.
- It should encourage and support further effort and resilience.
- It should provide specific guidance on how to improve and not just tell children when they are wrong.
- It should come from peers as well as adults.
- It should take a variety of forms (verbal and written), dependent on the needs and understanding of the child – this policy therefore provides a variety of options for the provision of feedback.



It is important to note that the quantity of feedback should not be confused with its quality. Clear, specific, synchronous oral feedback will have a greater impact, in most instances, than receiving detailed formative marking comments some days later.

The critical purpose of feedback and marking is simple: Feedback should and can: SUPPORT, CONSOLIDATE, ACCELERATE, CHALLENGE and show that MISTAKES are part of the learning process.

The purpose of feedback for children is to:

- act on feedback to make progress overtime;
- have a clear indication of how far they have come in their learning and the extent to which they have achieved learning objectives;
- ensure understanding of what they need to do to improve further;
- developed independence and skills in self-regulation;
- increase motivation.

The purpose of feedback for teachers is to:

- inform future planning and teaching;
- show that we value children's learning and the effort that they have made;
- ensure high expectations;
- ensure peer and self-assessment is used as part of the range of strategies for feedback.

Minimum Feedback Requirements

All written learning needs to be acknowledged by the class teacher - the Learning Objective needs to be 'pinked' or 'greened' with the appropriate highlighter and all work should be dated and initialled.

At least one a week, teachers should provide 'in-depth' feedback to children in English, maths and the wider curriculum. Where appropriate, this should be carried out with the child. Teachers should exercise judgement in which pieces of learning are most appropriate for 'in-depth' feedback. Teachers should also exercise judgement in deciding the most effective approach to feedback with regards to other areas of learning.

In Depth Feedback

Teacher to comment (in purple pen, if written) on what the child has done well with regards to the learning objective. Next steps should be given to consolidate learning (e.g through addressing a misconception), provide a challenge or prompt reflection upon learning. Children should respond using green pen if a written response is required.

Principles of Feedback

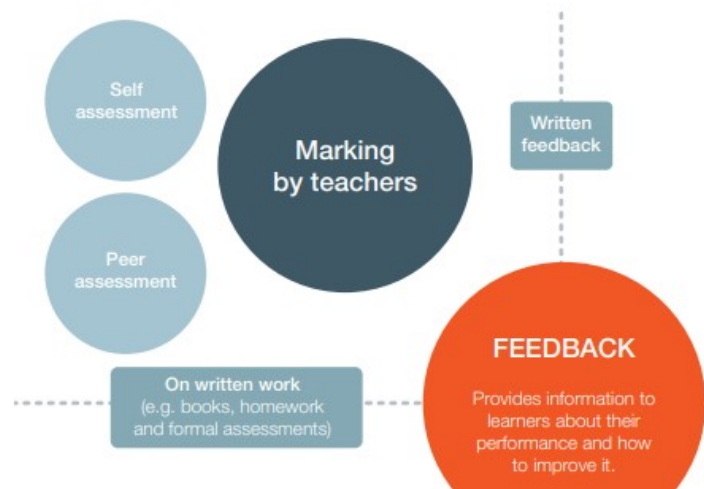
Feedback is valuable when it is received, understood and acted on. How children analyse, discuss and act on feedback is as important as the quality of the feedback itself. Through the interaction children have with feedback, they come to understand how to develop their learning.

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that feedback is:

- Timely - takes place with the child whenever possible and, if not, is shared as immediately as possible – all teachers are encouraged to place an emphasis on real time marking.
- Meaningful - it should target individual needs, be linked to specific learning objective, and be received by a child in time to effectively impact upon subsequent learning.
- Informative and accessible – age appropriate dialogue between the teacher and child.
- Reflective - clear provision is made for opportunities to reflect and act upon feedback, thereby impacting positively upon learning.
- Valued – improvement following feedback is valued and clearly evidenced.

Types of Feedback

The Education Endowment Foundation's report 'A marked improvement?' provides a useful, but not exhaustive, diagram of the types of feedback.



It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching, both within and across lessons. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching;
2. Summary feedback – at the end of a lesson/task;
3. Review feedback – away from the point of teaching (including written comments where appropriate).

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger children. Across the federation, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type of Feedback	What this looks like	Evidence
Immediate	Includes teachers gathering feedback from teaching, including mini-white boards, book work, etc. Takes place in lessons with individuals or small groups. Often given verbally to children for immediate action. May involve the use of teaching assistant to provide support or further challenge. May-redirect the focus of teaching or the task. May include highlighting and/or annotations.	Lesson observations and/or learning walks Some use of annotations or highlighting
Summary	Takes place at the end of a lesson or activity. Often involves whole groups or classes. Provides an opportunity for evaluation or learning in the lesson. May take form of self-or peer-assessment against an agreed set of criteria. In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	Lesson observations/learning walks Timetabled pre- and post- teaching based on assessment Some evidence of self-and peer-assessment May be reflected in selected 'in-depth' feedback (marking)
Review	Takes place away from the point of teaching. May involve written comments/annotations for children to read and respond to. Provides teachers with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to targets being set for children's future attention, or immediate action.	Acknowledgement of work completed Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

There can be no 'one size fits all' approach to the best type of feedback. The overriding principle is that a teacher should use their professional judgement in determining which type of feedback is most useful dependent upon the needs of their children. This will comprise a range of feedback options as summarised in the table below.

Feedback Options	Description	Comments on effectiveness
Longer term targets	These are discussed and agreed with the children so that they are clear as to what they need to focus on over a period of time	Targets need to be reviewed regularly to be effective – and to be achievable (i.e. not too long-term)
Learning objectives and success criteria Verbal feedback to individuals	Learning objectives describes what the child should be learning in a lesson. Success criteria may also be used as a checklist to assess whether the learning objective has been met (most often used at the end of a teaching sequence). Feedback should focus on the following areas: Where is my learning going? How is my learning going? Where to next? Feedback can be about the learning activity itself, about the process of activity or about the child's management of their learning (self-regulation)	Informing a child about where they are going within a lesson is a prerequisite for effective feedback. To be effective, learning objectives (and success criteria) need to be clear and precise; in child-friendly language; shared with the children; and referred back to throughout the learning process. When appropriate, children should contribute to the success criteria. Research indicates verbal feedback is likely to have a very high impact, but the feedback needs to be specific, clear and accurate. Non-specific personal feedback about the child as a person (eg 'good girl' or 'great effort') is unlikely to have an impact.
Teaching or re-teaching a concept	Teacher-directed learning	Feedback is not useful if the gap in understanding is too large – in these cases, it is better to re-teach the concept or to break concept into smaller parts.
Mini plenary	Learning can be accelerated by the use of whole-class mini-plenaries (for example to address misconceptions), leaving time, when appropriate, for a short lesson plenary at the end. Open dialogue with children during a lesson is a powerful lever for progress – how well are you doing, how could you improve your learning?	High impact can be achieved following a review of how the class is progressing and providing a clear direction on the next steps.
Lesson plenary	This needs to focus on summarising learning and identifying next steps.	Telling children what they need to do to improve, without the opportunity to put this input into practice, is not likely to impact greatly upon learning.
Open questioning	Use of open questions can help develop higher order patterns of thinking.	Teachers need to give thinking time having asked questions (and time for partner/group talk). Time should be given for children to respond in order to

		elaborate and explain their answers. To be most effective, the classroom climate needs to be conducive to dialogue, with mistakes being welcomed and teachers seen to be learning from children as well as vice versa.
Written marking	Written comments in the child's book from the teacher.	Needs to be balanced against other methods of feedback. Marking is unlikely to be effective unless completed with the child during the lesson or dedicated time is given to the child to consider and address comments.
Peer assessment, peer tutoring and/or peer marking	Peer assessment/marking - A peer assesses a piece of learning using success criteria. Peer tutoring – one child provides support to another in progressing their learning.	At its most effective, peer assessment can be powerful in promoting meta-cognition, collaborative learning and greater autonomy in learning. Research suggests that children will often accept the comments of peers more readily than those of their teacher. Peer tutoring has also been shown to be highly effective in raising achievement and that benefits flow both ways, sometimes benefiting the 'expert' in the relationship even more than the 'novice'. However, all forms of peer assessment require modelling and practice to be accurate and effective. It is therefore unlikely to have the same impact in younger year groups.
Self-assessment	A child assesses his/her own work using success criteria.	As with peer assessment, self-assessment can help develop meta-cognition and greater autonomy in learning. To be effective, children need to have sufficient understanding and awareness of the learning objective and success criteria – this requires modelling and practice.

Agreed Written Feedback Forms

- 'Tickled Pink – Green for Growth' should be used to identify areas of success and areas for further improvement;
- X should not to be used in maths. Incorrect answers should be highlighted with green when correction is required;
- All work to be initialed and dated by the marker;
- When appropriate, spelling errors will be indicated by yellow highlighting of the incorrect word (YR/Y1); yellow highlighting within the margin (Y2/Y3/Y4); yellow highlighting at top or bottom of page (Y5/Y6);
- VF should be used to indicate when verbal feedback is given;
- G should be used to indicate guided work; S to indicate supported work; and I to indicate independent work.

Expectations of Feedback

- Comments, whether verbal or written, should relate to the learning objective/success criteria of the task. Task expectations must be made clear to the child before commencing;
- Where possible written comments should begin with a positive statement. They may be written by the class teacher or by any other member of staff working with the child;
- Comments should give pointers to the child on ways to improve;
- Where possible, marking should be done with the child. The quality of the interaction when marking work will influence the quality of the work produced afterwards;
- Marking should be completed on a regular basis and, where possible, in the moment. If carried out after a lesson it should be done so as soon after the completion of a piece of work as is feasible;
- The writing style of the marker should be clearly legible and appropriate to the age of the children and to the message given;
- Written feedback should be completed in purple by the class teacher/TA, with written responses being made in green by the child;
- Teachers should strongly discourage 'rubbing out' after feedback has been given. Any corrections should be added below, alongside or elsewhere and, where possible, in green so that it is easy to identify where children have responded to feedback;
- In Mathematics, if a child has misunderstood a concept, a written example should be given;
- Peer assessment, where appropriate, should be used to provide feedback on learning. Children will be given guidance, including a success criteria, by the teacher on appropriate ways to respond and what to respond about;
- When children self evaluate their learning, they may choose to use
 - smiley face/thumbs up – understood
 - normal face/thumbs neutral - nearly got it
 - unhappy face/thumbs down - need some help.

Conclusion

By following this policy, we seek to develop in children the ability to:

- assess their own work;
- to recognise their own strengths and weakness;
- to take steps themselves to correct their own mistakes;
- to understand what they have learned and what they need to learn next to further their learning.

In this way, we endeavour to help children grow into self-sufficient, self-confident lifelong learners and to lead life in all its fullness.

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