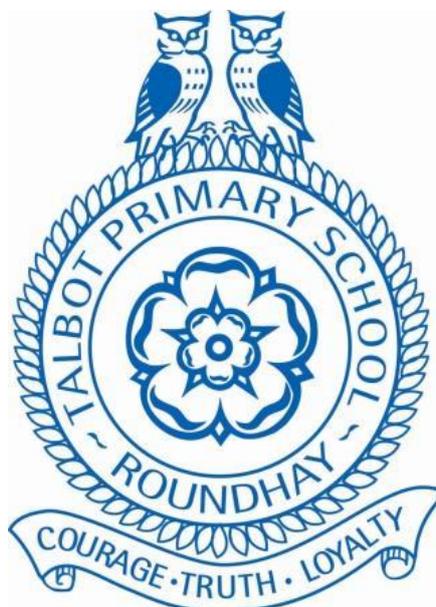


Talbot Primary School



Feedback and Marking Policy

Reviewed/Revised: April 2024

Next review: April 2026

Office use:

Statutory	-
Web	✓
Staff Notices	✓

Rationale

At Talbot Primary School, we recognise the importance of feedback and marking as an integral part of the teaching and learning and assessment cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. As a result, our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. Meta-analysis by the Education Endowment Foundation shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on children to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated ways to provide effective feedback which dovetails with our assessment and teaching and learning ethos and which is in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating.

It is vital that we, as teachers, demonstrate, to children, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure children respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature as although the highest expectations should extend to presentation, handwriting, corrections, improvement prompts and additional challenges.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons daily, and use information obtained from such formative assessment to allow them to adjust their teaching. Effective feedback is an important part of the learning process which can be:

1. **Immediate feedback** – Within a lesson for individual children, groups or the whole class. Feedback includes praise, prompts for immediate action and direct teaching to address misconceptions as they arise at the point of teaching through verbal or marking feedback. Immediate feedback may also lead to an adaptation of activities planned.
2. **Summary feedback** - At the end of a lesson/task to recap on key feedback linked to learning.
3. **Next lesson feedforward** – Forensically scanning outcomes from the lesson and through marking to identify misconceptions and/or opportunities for next steps through further whole class/group/individual teaching. This type of feedback may also lead to an adaptation of activities planned.
4. **Summative feedback** – Tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.
5. **Remote learning feedback**- For those children learning remotely guidance and comments will be shared in accordance with our Remote Home Learning Policy.

While the purpose of feedback remains consistent across all years, the type of feedback given will naturally vary depending on the age and development of the child. In particular, feedback given in Early Years and Year One will pre-dominantly be immediate, verbal feedback, leading to greatest impact; while children with additional needs will be provided with appropriate structured guidance dependent on their needs.

It is important to note that within our feedback and marking cycle: *“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.”* (DfE, 2016).

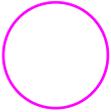
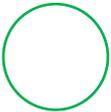
Such opportunities for editing and checking are non-negotiable elements within our English, Maths and Foundation subject teaching and schemes of work. Such opportunities allow children to reflect on their own knowledge, apply their meta-cognitive skills and make corrections or improvements when cognitive load is reduced. This can, for example, allow for improved focus on number formation, improving vocabulary choices or use of images. We know that for editing and improvement to be successful it must be focused by success criteria or knowledge organisers.

Each member of staff (including children and supply teachers) uses the marking guide, on the next page, to support them in sharing feedback (verbal, written and peer) effectively with children as part of the learning process. By doing so, there is collective commitment to ensuring feedback and marking is in alignment with our assessment and teaching and learning philosophies which foster and promote inclusion, high expectations and independence in learning.



How is my learning marked?

In each lesson, I will be given verbal feedback from my teacher. This will help me to improve. My learning will also be marked using these symbols:

	<p>Two pink ticks next to the title show that I have achieved all of the learning objectives well.</p>
	<p>One pink tick next to the title shows that I have achieved some of the learning objectives, but I need to prove this more!</p>
	<p>A pink squiggly line in my learning shows something I have done well linked to the learning objective.</p>
	<p>A green squiggly line in my learning shows something I need to improve and get better at linked to the learning objective.</p>
	<p>A pink circle in my learning shows I have used good punctuation, grammar or vocabulary.</p>
	<p>A green circle in my learning shows I need to look at my choice of punctuation, grammar or vocabulary again. In Maths, I need to look at the number sentence or calculation again. I need to correct anything circled using my purple pen.</p>
	<p>Sometimes, I may get my own next step to work on to help with my learning. I must respond to this using my purple pen.</p> 
	<p>A sticker or a stamp in my book shows I have made an extra special effort with my learning.</p>
<p>VF</p>	<p>VF means I have been given verbal feedback in the lesson to help with my learning.</p>
<p>I or G</p>	<p>I means I worked independently in the lesson. G means I worked in a small group in the lesson.</p>