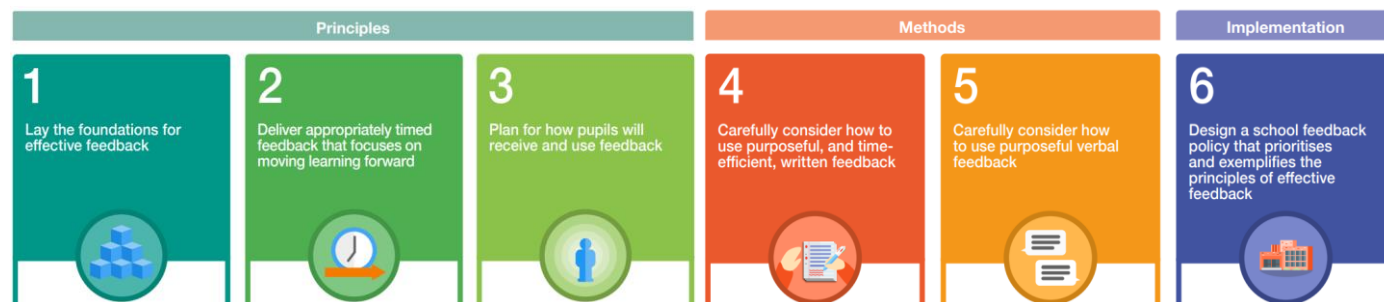


## Rationale

This policy has been written in response to the most up to date educational research, we have been influenced by the findings of the educational endowment foundation report 2021 ([Click here](#)).



## Feedback and marking in practice

It is **vital** that teachers evaluate the children's work and adapt planning to reflect these evaluations.

Types of feedback:

1. Immediate feedback – at the point of teaching (pupil conferencing)
2. Summary feedback - at the end of a lesson/task (teachers note support needed after the lesson has taken place and work with the children prior to or during the next lesson).
3. Editing lesson – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished which may take place during fix it time or during registration

Staff will use **Green** highlighter to highlight areas for improvement at any point of the feedback cycle (eg – during or after the lesson as a guide for pupils). It should only be used to support pupils to improve and is not there for external observers. Written comments for pupils should not be used.

Staff will use **Blue** highlighter to highlight incorrect spellings (these should be spellings the pupil should know and).

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support of further challenge</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of self – and peer-assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• May take form of self or peer-assessment against an agreed set of criteria</li> <li>• May take the form of a quiz, test or score on a game</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz and test results may be recorded in books or logged separately by the teacher</li> </ul>
<b>Feedforward: 'the next step is the next lesson'</b>	<ul style="list-style-type: none"> <li>• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.</li> <li>• Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings.</li> <li>• Written comments are not required</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Evidence in books of pupils editing and redrafting parts of their work in <b>green</b> pen</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• End of unit or term tests or quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz and test results</li> </ul>

**Guidance for children**

Something is incorrect or something doesn't make sense or something needs improving.  
(Your teacher may put a line after something, circle something or use a '^' to show word or phrase is missing.)



This word is spelt incorrectly.  
(Your teacher may underline the spelling in blue).



Please fix your work in green pen.  
When you fix your work in green pen, your teacher will see that you understand your work and have done your corrections.



Support has been given whilst completing the piece of work.

S

## **Guidance for teachers**

At the beginning of each week, teachers should add WALTs to the weekly timetable. After each lesson/looking at the books, teachers will add notes (relating to the WALT) to the timetable indicating children who struggled and need some extra input, or concepts that need revisiting. These weekly timetables should be retained to help the teacher with assessment and next steps and the SLT with monitoring. Please ensure timetables are dated and stored in red folders.

It is expected that extended pieces of writing are marked. There is no expectation for teachers to mark every piece of work (other than the extended pieces of writing) but repeated errors should be identified and dealt with (please see below).

Pupils should be given opportunity to act upon the feedback that has been given by staff – this might be in the lesson, the next day, in an intervention session or in a whole class feedback session. Children may use green pens to correct.

Teachers might share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved.

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

If staff have had to give support, or felt that it was clear the pupil would not have reached the objective without support, the work should be marked with (s). The exception is Reception and SEND pupils in 'The Orchard' where (i) might be used to indicate independent work.

Staff should ensure that they are explicit about the feedback they are giving and should ensure pupils know when they are being given feedback and how to act upon it. For example , " The feedback for you is xxxxx. To improve you should xxxxx " .

Feedback should be celebrated because that is what helps us to improve.

## **Effective feedback sheets**

Sometimes errors might be identified which are outside the learning objective for the lesson and will not be a 'quick fix' e.g. a year three child not using full stops. The child's name and area of focus should be added to the 'effective feedback' sheet. Teachers should identify what strategies are required to support the child, e.g. specific morning tasks, an intervention, asking parents to support at home. A new 'effective feedback' sheet should be completed each week but all feedback sheets should be kept together as some areas of focus may take a few weeks to fix. You do not need to add the same issues each week.

This all forms part of our formative assessment system and must be followed.