



FIRST STEPS TOGETHER
SKILLS FOR LIFE

FEEDBACK AND MARKING POLICY

2024-2025

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Contents

- What is feedback?
- The aims of feedback
- Possible types and frequency of feedback
- English & Maths feedback
- Expectations across the curriculum
- Monitoring and evaluation
- References

What is Feedback?

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teaching uses a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

The aims of feedback

- To help pupils make progress.

- To provide strategies for pupils to improve
- To give pupils dedicated time to reflect upon their learning and put in effort to make improvements.
- To inform planning and structure the next phase of learning.
- To facilitate effective and realistic target setting for pupils and/or the teacher.
- To encourage a dialogue to develop between pupil and teacher.
- To encourage pupils to have a sense of pride in their presentation of work.
- To correct mistakes, with a focus on literacy/vocabulary skills.

Possible types and frequency of feedback

Verbal Feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it can lead to direct pupil action.
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be formally planned.

Written feedback

- Written feedback is provided using the marking cards which are stuck into exercise books (see appendix 1). The grades (U1-4) used link to the schools tracking progress system. In addition to this marking codes are used to detail the type of feedback/ level of support given (see appendix 2).
- The frequency of written feedback will vary between subjects and key stages; agreed minimums should be clear in subject specific policies.
- Subjects with a high practical contribution may rely more heavily on verbal feedback but written feedback will still be evident.
- Detailed feedback will clearly identify the strengths and strategies for improvement that pupils will then act upon. **All marking will be done in purple pen**

Peer to peer feedback

- This is shown by research to be one of the most effective modes of feedback, but teachers should model this for pupils beforehand.
- Dialogue needs to be purposeful, with teachers guiding and supporting the conversation.

English & Maths feedback

- If the literacy standards of our pupils are going to improve, we must give appropriate and targeted feedback. For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored when providing detailed written feedback.
- Work should be marked for English using the codes in appendix 2 (see section highlighted in pink).

Expectations across the curriculum

Due to the pupil to teacher ratio all our pupils receive lots of verbal feedback within every lesson. Written feedback is given once a week for core subjects and once every two weeks using the assessment cards (appendix 1) but other feedback will be written as required to guide progress.

Monitoring and evaluation

The monitoring of this policy will be the responsibility of the SLT.

- SLT will undertake a pupil work scrutiny every half term to monitor the consistency and impact of the marking policy.
- SLT will undertake Learning walks and Formal observations to monitor the implementation and effective use of the Marking Policy.
- Paired observations will be used to moderate the judgements made by the SLT.

- Staff will be required to meet with the Deputy Headteacher to discuss pupil work and this will form part of the Assessment series every term. They will ensure that they can justify the data and marking so that as a school are secure in the progress pupils are making. This also enables staff to complete some moderation every term.

References

National Foundation for Educational Research: [How often should I give formative feedback?](#)

Appendix 1-Assessment Cards

 <p>Date:</p>	Learning Objective:
<p>Assessment:</p> 	Comment:
 <p>Date:</p>	Learning Objective:
<p>Assessment:</p> 	Comment:
 <p>Date:</p>	Learning Objective:
<p>Assessment:</p> 	Comment:





Date:

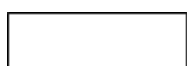
Learning Objective:

U	Unassessed
1	Working towards
2	Secure
3	Greater depth
4	Working above/Exceeding

Appendix 2-Marking Codes

Code	Description
U	Unassessed
1	Working towards
2	Secure
3	Greater depth
4	Working above/Exceeding
I	Independent Work
S	Supported work
Sc	Adult scribed
VF	Verbal Feedback given
G	Group work

	Finger space
ABC	Capital letter
	Spelling
//	New paragraph
P	Punctuation missing or incorrect
^	Insert missing word
()	Proof-read and re-write



Codes for English