



Feedback and Marking Guidance

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research 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
- provide specific guidance on how to improve and not just tell students when they are wrong.

We should always start by asking ourselves, 'Why are we giving this feedback?' There are two main reasons:

1. To motivate the child

2. We can see an opportunity to move learning on by:

- Addressing a misunderstanding
- Reinforcing a skill or key piece of information
- Extending a child's understanding or ability to do something

Live Marking

Teachers make use of a range of strategies to assess and feedback to pupils on a daily basis, this has the most impact when this is at the point of crisis.

* When verbal feedback is given, the teacher will put a star in the margin to show at what point in the lesson feedback was given. Children should make corrections in green pen, and the teacher will tick the star to acknowledge that feedback was acted on.

Whole Class Feedback

Teachers can feedback to all pupils through the use of whole class feedback. This can help to:

- Celebrate what has gone well
- Inform daily planning and plan for corrective teaching
- Address misconceptions
- Identify gaps and next steps
- Identify focus groups

Self-Assessment

Teachers provide pupils with opportunities to assess their own learning and go through the metacognitive cycle (planning, monitoring, evaluating).

Peer Assessment

Pupils are given opportunities to assess their peer's learning.

Written Feedback

Teachers identify appropriate opportunities where written feedback would accelerate a pupil's progress, either through scaffolding or provocative prompting.

We use the following symbols when marking writing to increase children's independence in editing:

- Purple dots show children that they need to proof-read their work and should be used to indicate: incorrect spellings, missing words, missing punctuation.

The cat was squeeling, it was hungry.

- Purple stars either side of a word or sentence show children that they need to improve any words or sentences.

*The tree was *tall*.*

- Small arrow to indicate that children need to extend the sentence.

The ^girl was sad.