Woolhampton Church of England Primary School
Enabling All To Flourish

Feedback and Marking Policy

Category: Non-Statutory	Approved by: Full Governing Body
Approved: June 2022	Next Approval due: June 2025
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Curriculum Policy	

Our Christian Vision:
Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed everyone and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for all.

What is feedback?
Feedback is the information we provide to children about their learning - what they are doing well and how they can improve. This will include verbal feedback (from teachers, other adults and peers) and non verbal feedback, including written marking. Feedback is based on the assessment judgments made by staff in relation to children's progress and attainment in lessons.

Why provide feedback?
The purpose of all feedback is to further children's learning. By providing good quality, constructive feedback we are allowing children to be fully involved in their learning, take ownership of the progress they make and celebrate successes.

How is feedback used?
Written comments should only be used where they are accessible to children according to age and ability. Children should be given time to use feedback to improve their learning - e.g. at a basic level, to correct spellings or simple mathematical errors. At the other end of the spectrum, to promote challenge, e.g. allowing children time to research and present work in an identified development area.

Effective feedback:
- is specific, accurate and clear

- redirects or refocuses actions to achieve a goal
- encourages and supports further effort
- Should be given sparingly so that it is meaningful
- provides specific guidance on how to improve rather than just telling students when they are wrong

Types of feedback?

1. Immediate 'Live' feedback – at the point of teaching. Children to respond and reflect immediately.
2. Summary feedback – at the end of a lesson/task (children to be given time to reflect and respond to this).
   (this could involve the whole class, a group of children or an individual child)
3. Review feedback – away from the point of teaching (including written comments)
   (Children to be given time to reflect and respond to this)

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 pupils. As a school, 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	What it looks like	Evidence (for observers)
Immediate	- May include teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support or further challenge - May redirect the focus of teaching or the task - May include highlighting/annotations according to the marking code.	- Lesson observations/learning walks - Some evidence of annotations or use of marking code/highlighting
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes- differentiated as	- Lesson observations/learning walks - Timetabled pre- and

	appropriate ● Provides an opportunity for evaluation of 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	post- teaching based on assessment ● Some evidence of self- and peer-assessment ● May be reflected in selected focus review feedback (marking)
Review	● Takes place away from the point of teaching ● May involve written comments/annotations for pupils to read / respond to ● Differentiated where appropriate ● 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 pupils' 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

Written Marking Expectations - Minimum Requirements

All work produced by children should be acknowledged as soon as possible after it has been produced.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it is essential for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will focus on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. Particularly in English, written comments linked to learning objectives and success criteria are likely to have most impact when provided during the drafting process rather than the final piece. Effort related praise to support a positive learning attitude is used.

Assessment logs will be kept by class teachers, these will be working log books and be useful for sharing information about the children's learning with colleagues.

Implementation and review

The implementation of this policy is the responsibility of everyone at our school. This policy will be monitored by governors and senior leaders and will be reviewed within two years. In monitoring the implementation of this policy, we are mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Marking Codes

Staff will follow consistent codes to indicate omission or error. Marking Codes:

⭕ Check punctuation. Do you need to include a capital letter, full stop, commas, inverted commas?

〜〜 This doesn't make sense, or I would like you to look at spelling.

✓ This is a good example or a correct answer.

✓ ■ This needs to be improved or corrected.

 Children will RAG rate work where appropriate and begin to add reflective comments on the challenging aspects of their learning. They will be encouraged on using ways to memorize new information and concepts.