



Feedback and Marking Guidance

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation whose research suggests 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:

- To motivate the child
- 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

After considering these points, staff will select the most appropriate method of feedback from the menu below.

Live Marking

When checking progress and marking as children are completing guided practice or independent tasks, adults in the classroom are able to give direct feedback, assess understanding and intervene at the point of crisis. Any adult intervention requiring something written, will be completed in green pen. This may also be verbal feedback, particularly in the Early Years.

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

Often, evidence of this will be seen in books at the start of the next lesson.

Self-Assessment

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

Peer Assessment

Pupils are given opportunities to assess their peer's learning against the steps to success. This is structured by the teacher in order to ensure that the feedback is purposeful. This can be recorded in books in a range of ways.

Written Feedback

Teachers identify appropriate opportunities where written feedback would accelerate a pupil's progress, either through scaffolding or provocative prompting, such as a question to extend a child's thinking.