Teaching and Learning Policy Appendix 1

**Feedback and Marking Guidance**

The guidance below is underpinned by evidence-based best practice, including research carried out by the Education Endowment Foundation ‘A Marked Improvement’ (2016), the NCETM maths marking guidance and the report of the Independent Workload Review Group ‘Eliminating unnecessary workload around marking.’ DFE (2016)

Making mistakes and learning from them is a fundamental part of the culture of our school and so feedback is a natural part of the daily learning diet of our children. It is an essential part of high quality teaching. We believe feedback takes many forms and should only be given if it is useful.

Feedback should

- Redirect or refocus
- Be specific, accurate with specific actionable steps to make progress
- Be clearly related to the learning objective
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Where appropriate provide specific guidance on how to improve and not just tell students when they are wrong
- Should be for the benefit of the student, not other people.
- Manageable for teachers

Feedback can be

- Given to an individual
- Given to the whole class
- Self-assessment
- Peer assessment
- pictorial
- verbal
- written

Acknowledgement marking has been proven to have little effect on progress. There is no expectation that all work in pupils’ books will be marked by teachers. Teachers exercise their professional judgement as to when to mark. Where possible, teachers should design lessons and activities which allow them to assess children’s work within the lesson itself. Children should also be given opportunities to peer-assess and self-assess.

The majority of feedback will be verbal and not recorded. The impact of the feedback will be seen immediately or over time in the children’s learning. Teachers should be trusted to use what they have gained from marking to plan effectively and design resources and activities to meet the children’s needs rather than providing written feedback. Effective feedback needs to be regularly modelled, given the opportunity and time to be understood and acted upon. Children need to practise putting feedback to use so time is given in some lessons, when the teacher feels it is appropriate, for children to act upon it. Editing and correcting skills are key to making progress.

Responding to the learning objectives and success criteria are key for quick and effective marking.
### Maths

<table>
<thead>
<tr>
<th>Most of the time</th>
<th>An adult will tell the children how to improve their work, during the lesson</th>
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</thead>
<tbody>
<tr>
<td>Some of the time</td>
<td><strong>Learning objectives</strong>&lt;br&gt;FM  Fully met  PM  Partly met  NMY  Not met yet</td>
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Tick (√) indicates that the response is correct<br>Dot (•) indicates the response is incorrect. Children are routinely expected to attempt to correct their errors in a different coloured pen.<br>Capital T (T) indicates that the teacher has seen the work and THOUGHT about how to use what they have gained from this information to plan child’s next step or the next lesson accordingly.<br>V Verbal feedback given<br>Written feedback for problem solving/investigation/reasoning task (one per term)<br>Self-assessed (SA) and peer assessed (PA)<br>Self-assessed traffic light system for understanding<br>1-5 Self-assessed effort grade (1 = Excellent)<br>SS some support given<br>S Fully supported<br>WWW What went well...<br>EBI Even better if...