



Effective Feedback & Marking Policy

Date Policy Adopted: October 2021

	Date of Next Review by
Headteacher/SLT	October 2022
Governors	Curriculum and Standards Committee

Rationale

According to the EEF Toolkit effective feedback can improve children by up to 8 months. It is rated high impact for low cost. Therefore, we understand the importance of feedback to the learning of the child.

The EEF Toolkit states feedback, to be effective, should:

- Re-direct or reinforce the teacher's or learner's actions to achieve a goal.
- Encourage and support further effort.
- Provide specific guidance on how to improve and not just say what is wrong.
- Be given sparingly so it is meaningful.
- Inform future planning
- Be consistent across key stages

At Broseley the focus of feedback is to further the learning whilst ensuring the well-being of our staff. We believe:

- Evidence of feedback is incidental to the process; we do not provide additional evidence of feedback.
- Feedback should be delivered closest to the point of action. Therefore, feedback delivered in lessons is more effective than feedback at a later date.
- Feedback is provided to both teachers and pupils as part of the assessment process and will not just be in written form. It shall be used to inform future planning in order to provide an appropriate level of challenge for all pupils.
- **All** pupils' work should be reviewed at earliest opportunity so it impacts further learning.

Below is a table of how the feedback will be delivered and how the quality of feedback will be evidenced:

Type of feedback	How the feedback is delivered	Evidence of high quality feedback
Immediate	Delivered verbally by Teacher or TA and peer assessment.	Lesson observations, learning walks, some annotations in books , progress within a piece of work and/ or overtime
Summary	Plenaries, opportunities at the end of lesson to evaluate, assessment against success criteria. Whole class feedback.	Pre and post assessments, self and peer assessments
Review	Written comments which either: specify aspects of successful attainment or identify where mistakes lie and how work can be improved.	Quality of written comments, the adapting of teaching sequence, progress across a period of time

In every lesson there will be a learning intention and there will always be an indication as to whether this has been achieved. This will be at the teacher's discretion.

Written feedback

Where immediate verbal feedback has not been possible there will be written feedback. Any written marking will only be used when accessible to students according to age and ability.

Comments should:

- Be positive, indicating what has been done well. However, there may be negative comments if the teacher feels that this will enhance the learning process.
- Indicate an area which could be improved.
- Pick up individual or group targets, where relevant .

Written comments will be given in green. Children proof read and edit in blue.

Spelling and Grammar

Spellings that have been previously taught and are appropriate to the pupil's level will be corrected. However teachers must ensure a good balance between helping pupils to develop their understanding and knowledge of spelling, whilst also developing the confidence to attempt more adventurous vocabulary choices. Depending on the age of the child a spelling mistake will be highlighted and repeated at the bottom of the page alongside the correct spelling. Depending on ability, an asterisk will be placed in the margin alongside the line to indicate there is a mistake on that line. If there are two mistakes there will be 2 asterisks and so on. This is to encourage children to self-correct.

The Response Partner/Talk Partners

Response partners are used to involve the pupils in their own learning. A good response partner is not always the pupils' best friend. An effective response partner will critically comment on their partner's work, highlighting strengths and areas that could be developed.

Pupils need to be trained before they can effectively utilise response partners. This is done through whole class modelling of the role of a response partner.

Self-Assessment

Children should self-assess against the success criteria wherever possible. We do not require the children to write anything as evidence of this.

Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out. Each subject leader has got the responsibility for checking that the policy is being carried out in their particular subject area.

It is the responsibility of the Senior Leaders to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of this policy.

Other Adults

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines set out in this policy. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be made clear to all new supply teachers as part of their induction on arrival in the school.

Monitoring and Evaluation

This will be an on-going process. There will be a regular review of the policy. Any future training needs will be addressed. Objectives will be clear in all lessons. Successes criteria will be referred to throughout the lesson to refocus the children's learning and help them to recognise success and areas for improvement.

All pupils are entitled to have received feedback in accordance with this policy.