



New Marston Primary School
Feedback and Marking Policy
January 2024

Feedback is defined by the Education Endowment Foundation (EEF) as:

'... Information given to the learner and/or the teacher about the learner's performance relative to learning goals...'

'...It should aim towards (and be capable of producing) improvement in students'

learning...' *'...It redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome...'*

Principles

A culture of feedback can help everyone to achieve their full potential. At New Marston we recognise the value feedback can have. Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

At NM we agree with the EEF research that shows that feedback should:

- redirect or refocus the teacher's or the learner's actions to achieve a goal
- be specific 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 that they are wrong
- focus on the learning intention or metacognition in most cases (although can include feedback on basic skills errors and presentation as we develop the pride children have in their work)

We also believe that feedback:

- must have dedicated and sufficient time to achieve its full impact
- should be accessible to the learner
- becomes less effective if left too late
- is effective when the culture of the classroom is one which normalises mistakes and errors
- should take into account teacher workload and wellbeing
- can be verbal, written or given through tests and can come from a teacher, support staff or a peer

What does feedback look like in practice?

Feedback takes place at three key points in the learning process. They are:

- **Immediate feedback** – at the point of teaching
- **Summary feedback** – at the end of a lesson/task
- **Review feedback** – away from the point of teaching

Type	What it could look like
Immediate Feedback	<ul style="list-style-type: none"> - Teachers gather information for feedback at point of teaching e.g. mini-whiteboards, thumbs up/middle/down, questioning (including to gain understanding of prior knowledge) - Can be delivered to individuals, groups or the whole class - Often given verbally but can be through live marking, which might include modelled examples. Teachers may look at a section of the child's work for this feedback. - May redirect focus of teaching, grouping or task - May be through self-assessment and 'honesty sheets' - May help to develop self regulated learners who are aware of their strengths and weaknesses so feedback might involve metacognitive and self-regulatory approaches
Summary Feedback	<ul style="list-style-type: none"> - Takes place at the end of the lesson or activity - Often involves multiple children - Provides an opportunity for evaluation of learning - Could be peer or self-assessment against success criteria - Could be using examples of work as models for excellence
Review Feedback	<ul style="list-style-type: none"> - Takes place away from point of teaching - May involve written comments for pupils to read or respond to - Provides opportunities for assessment of understanding - May redirect focus of future lessons and/or target children



Guidance for Self and Peer Assessment/Improvement

In line with Assessment for Learning (AfL) strategies and to develop growth mindsets, children should have opportunities to assess their progress (or that of others) against agreed success criteria. Children need to be trained in how to peer and self-assess meaningfully, in order that this time spent in lessons is beneficial to the learning. Teachers must be conscious of 'checking' the quality of peer- and self-improvements made by children.

Work that has been collaboratively / peer improved needs to be clear that this is the case and should be marked in a different colour.

Guidance for written marking by staff

There are no set rules on the number of pieces of work that should be marked in depth. Teachers are able to choose the method of feedback they feel is most valuable, efficient and effective for their class.

- Staff should use a highlighter to indicate if they have looked at a section of work with a pupil (The 'yellow box' methodology).
- As a minimum, teachers will acknowledge each piece of work with a tick - this shows that they have not provided immediate/individual feedback within the lesson, the children have not self-assessed or peer assessed, but the work has been seen.
- Teachers can then make notes on whole class feedback sheets in place of individual comments.
- Teachers can use any coloured pen to mark.
- If a child has been supported a 'S' will be written.
- If individual comments are made, teachers will ensure these relate to the learning intention in most cases. They will avoid making comments which are too general ('Good work'). Pupils will have the time to review comments and edit their work accordingly.

Feedback in the Early Years

This usually takes the form of immediate feedback and has the purpose to move learning forward 'in the moment', inform planning or set longer term next steps for a child. Feedback should be appropriate to the age and stage of the child and can be shared with parents/carers via Tapestry and the focus child system (see EYFS policy).

Moderation

It is expected that year group moderation will occur regularly throughout the academic year. Some will be organised during staff meeting time.

Monitoring

Feedback and Marking will be monitored by the leadership team and subject leads.

Next review of policy: January 2026