Feedback & Marking Policy

Policy Information

Date of last review:	3.11.25	**Review period:**	2 yearly
Date ratified by Local Givernors:	March 26	**Policy owner:**	Mrs V. Callaghan

Reviews/revisions

Review date	Changes made	By whom
November 2027		

<u>Feedback and Marking Policy</u>

'Effective feedback has the potential for a profound effect on children's achievements and can double the speed of learning' (*Visible learning – Evidence into Action, John Hattie)*

Feedback at Princefield First School is underpinned by Visible Learning practices and ethos.

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that feedback be integral to the learning process and has at its core a number of principles.

- To enhance children's learning through identification of what they have done so far and what they will need to do to improve.
- Be used to redirect or refocus teaching and learning to achieve a goal.
- Be clear in its purpose.
- Be productive in its outcomes.
- Be accessible to pupils according to age and ability.
- Be time limited – work should be reviewed at the earliest opportunity to allow it to have impact on future learning.
- Be consistently applied by all staff.

Purpose: Reasons for providing feedback

- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To provide a dialogue between teacher and children, including clear and appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- To help children develop an awareness of the standards they need to reach in order to achieve particular age/ personal expectations.
- To identify pupils who need additional support / more challenging work and to identify the nature of the support / challenge needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To aid staff and parents in reviewing their child's progress and help in reporting to parents.
- To aid curriculum planning.

The nature of feedback

Live feedback:- at the point of learning

Summary feedback: – at the end of a lesson / task

Review feedback :– away from the point of learning

Type	What it looks like	Evidence (for observers)

Immediate/Live	Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc Takes place in lessons with individuals, small groups or whole classes. Often given verbally for immediate action May involve use of other adults to provide support or further challenge May re-direct the focus of teaching, learning or task May include highlighting/ annotations according to the feedback codes	Lesson observations / learning walks Evidence of use of the marking codes / highlighted / photocopied work in books Improvements evident in books either through editing, further work or challenges. Evident through use of intervention input.
Summary	Takes place within, or at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity to assess learning in the lesson May take a form of self or peer assessment against the learning objective May guide a teacher's further use of feedback or redirect teaching and learning needs.	Lesson observations / learning walks Evidence of teaching building on feedback – based on assessments made Evidence of self and peer assessment in books
Review	Takes place away from the point of teaching May involve written comments / annotations for the pupils to read / respond to Provides the teachers with opportunities for assessment of understanding Leads to adaptations of future lessons through planning, grouping or adaptations of tasks May lead to targets being set for pupils' future attention or immediate action	Acknowledgment of work completed Written comments and appropriate responses / actions Adaptations to teaching sequences

Effective Feedback Strategies

Verbal Feedback

Used to address misconceptions/ redirect learning / challenge learning
Immediate and most powerful form of feedback.
Supports immediate and next teaching and learning processes.
Can be individual, group or whole class
Interactive and developmental

Learning Objectives

A learning objective (LO) is recorded at the top of each piece of work. This should describe what children should be able to know, understand or do by the end of a lesson or series of lessons.
Teachers will mark whether the learning objective has been met with the following symbols at the side of the learning objective:

✓ Learning Objective met

. Learning Objective not met

✓ Ⓢ Learning Objective met with support

Written Feedback Comments
Written in blue
Be legible and clear
Be developmental i.e children will find out how they are getting on and what the next steps will be.
Be accessible for the children according to age and ability and where necessary shared verbally if independent understanding is not possible.

Responsive Marking
Work that requires a more 'in depth' mark whereby the teacher expects a response to the feedback given.
Direct improvement is made to the piece of work.
Contain a focussed comment to help the child in "closing the gap" between what they have achieved and what they could have achieved.

Peer / Self Assessment
Used to support and challenge each other and themselves
Be collaborative
Promote the development of personal and social skills

Example:

PA by (child's name)
*One positive comment
W One point to improve on

Children respond to the 'W'

Feedback Focus Times
Reflective sessions allowing children time to think about successes, targets and ways they promoted their own learning.
Children have time to respond to marking comments or tasks.

Anybody marking, other than the teacher, should initial the work.

Symbols and Abbreviations:

Marking should reflect the support given.
The following symbols should be used:

I	-	Independent work
G	-	guided group
S	-	support provided
VF	-	verbal feedback given

A - action / next steps identified in work (may be followed by a responsive marking comment)

sp	-	spelling correction to responded to
C/L	-	Capital Letters
•	-	Full Stops
!	-	Exclamation marks
?	-	Question marks

H/W - handwriting focus (followed by a written example)
E - Equipment used
VF - Positive verbal feedback
FS - Finger space

Responsibilities

It is the responsibility of all staff, including supply teachers to adhere to practises outlined in this policy. Consistency and adherence to practices will be monitored by the headteacher.

To be reviewed when necessary

Reviewed January 2026