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# Feedback and Marking Policy

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**Approved at the meeting of the Governing Body held on: 4<sup>th</sup> October 2022**

Signed: 

Position: Chair of Governors

**For review:** October 2024

Signed: 

Position: Headteacher

## **1. The purpose of feedback at Walter Halls is to move learning forward**

The sole purpose of feedback at our school is to further children's learning. At Walter Halls, we are clear that the focus of feedback must always be on learning and the feedback we give must help students know more and remember more.

The expectations that we have around feedback are to ensure that all students are receiving regular feedback in a variety of ways to progress their learning. We do not provide feedback as evidence for external verification.

The role of feedback is to improve the learner, not the work. Our aim at Walter Halls is that after feedback, children will be able to do better at some point in the future on tasks they have not yet attempted.

Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

## **2. Key Principles**

The Education Endowment Foundation recommends teacher autonomy and evidence-informed professional judgement. We understand that what is being fed back will matter more than the methods through which it is delivered. Therefore, our feedback policy deliberately avoids specifying exact methods of delivery, precise timings or frequency for feedback. We have given timings as guidance to help members of staff build good habits and for them to be confident in changing their practice.

Feedback should redirect or refocus the learner's actions to achieve a goal. It should be:

- **specific**
- **accurate**
- **clear**
- **should encourage and support further effort**

As much as possible, feedback should be focused on the learning outcome specified in the lesson. Feedback can also be used to signpost a student to previous learning and to make connections between learning, helping them to know more and remember more.

The majority of feedback given to pupils at our school is verbal. At Walter Halls, we are highly conscious of the workload associated with lengthy written marking. We also understand that feedback provided at a later date than the learning opportunity is likely to have limited to no impact if students are not directed to act upon it in a meaningful way.

On occasions and where it is appropriate, pupils may receive some form of written feedback. This may include drawings, diagrams, symbols, ticks or short written comments (see Appendix 1). Other indications of written feedback in books may be self-assessment by the child using a blue pen or by a peer using purple pen.

Feedback may be given to the whole class, to specific groups, or just to individuals.

Feedback should consider the effort a child has made, and every piece of work or activity should be treated with respect. Feedback should always be grounded in the 'Walter Halls Way'.

We would expect:

- **high quality verbal feedback to be given throughout all learning opportunities**
- **written feedback in books in every other to every third piece of work**

This can come from the variety of sources and methods outlined in this policy. This is a guide to help teachers build positive habits and it is strongly encouraged that this feedback is given in the presence of the student.

Feedback does not exist in isolation; it is rooted in the firm foundations of effective instruction. "The number one fundamental principle of effective feedback is to ensure teaching is high quality, laying the foundations for effective feedback". (EEF -Teacher feedback to improve pupil learning)

### **3. The three stages of feedback**

In their guidance report 'Teacher feedback to improve pupil learning', the Education Endowment Foundation lists as a fundamental principle of effective feedback: "deliver appropriately timed feedback, that focuses on moving learning forward".

At Walter Halls, feedback typically occurs at one of three common stages in the learning process: immediate feedback, at the point of teaching; summary feedback at the end of a lesson/task or the beginning of the next lesson; and review feedback away from the point of teaching.

- 1) Immediate feedback (at the point of teaching). Feedback closest to the point of teaching and learning can be particularly effective in driving further improvement and learning, especially for younger pupils (as long as there is appropriate consideration of the task, pupil and the class).
- 2) Summary feedback (at the end of a lesson/task, or the beginning of the next lesson). This often involves whole groups or classes and provides an opportunity for evaluation of learning in the lesson. For most children, the 'next step' is usually the next lesson.
- 3) Review feedback (away from the point of teaching). New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Our teaching staff do not assume that children have securely learnt material based on evidence drawn close to the point of teaching it. At Walter Halls, we understand that feedback must sometimes take place at some distance from the original teaching input when assessing if learning is now secure. Review feedback provides teachers with opportunities for assessment of understanding, and may lead to adaptation of future lessons through planning, grouping or adaptation of tasks. Review feedback may lead to targets being set for pupils' future attention, or immediate action, may lead to specific catch up group work being planned, or may lead to children requiring a targeted planned intervention.

### **4. The content of feedback**

We want feedback from staff to be focussed on one of three things:

- the particular task that a pupil has undertaken
- the underlying processes related to a specific subject

- a pupil's self-regulation.




**Feedback is less likely to be effective if it provides a general comment about a pupil's characteristics and will be unhelpful if it concerns behaviour in a lesson.**

- 1) Task-focussed feedback: for example, telling pupils during an ordering task in maths that two items are the wrong way around and they should revisit the order and try again would be providing effective task-focussed feedback. Less effective (person-focussed) feedback would be to say, "I'm surprised you made this mistake – you're normally so good at maths."
- 2) Subject-focussed feedback: for example, telling pupils during a piece of creative writing that they are using too many short, simple sentences and should try and use a range of conjunctions to expand their sentences would be providing effective subject-focussed feedback. Less effective (vague and general) feedback would be to say, "Try and make your writing more interesting."
- 3) Self-regulation-focussed feedback: prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing would be providing effective self-regulation-focussed feedback. For example, "how do you think your performance compared to the last game?" "What do you think the causes / differences were?" "How can we prepare better next time?". Less effective (person-focussed) feedback would be to say, "You normally play much better than that!"

#### **4.1. Planning for feedback**

Alongside having a clear focus for our feedback, it is greatly important that members of staff plan for how pupils will receive and use feedback, using strategies to ensure that pupils will act on the feedback offered. Pupils must be given the opportunities to re-do or re-draft a task, apply subject-specific knowledge and skills to a different task or practice a specific skill in either the same or a different context following feedback.

The examples below demonstrate how task, subject or self-regulation focussed feedback might look.

Feedback more likely to move learning forward				Less likely
Task	Subject	Self-regulation strategies	Personal	
 <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	 <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>	
<p><b>KS1 examples</b></p> <p>In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'</p>	<p>In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'</p>	<p>In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'</p>	<p>'Great work—you're brilliant at maths!'</p>	
<p><b>KS2 examples</b></p> <p>In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.</p> <p>'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'</p>	<p>In history, pupils are having a class debate on whether Boudicca was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'</p>	<p>In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'</p>	<p>'This is ok, but you are better than this!'</p>	

## 5. Monitoring and review

The Curriculum and Assessment lead will carry out monitoring visits specifically focussing on the implementation of the feedback policy.

All phase leads will include the feedback and marking policy in their priorities when carrying out MER.


Subject leaders monitor the way their subject is taught and assessed throughout the school. Feedback should inform future planning, and subject leaders need to be aware of the general progress of teaching methods and feedback throughout school.

Subject leaders and phase leaders have fed into this process to ensure that the policy meets the needs of their subjects and learners.

### Appendix 1: Marking symbols

Capital letter		Spelling	
Full stop		Punctuation error	
Finger space			

### Symbols used for assessment

Independent	
Supported by an adult	