



Feedback and Marking Policy

Date:	October 2024
Review Date:	October 2027
Responsibility:	Headteacher
STATUTORY	No
Checked against Equality Policy	Yes

Agreed by Governors: Brendan Gibbs	Date: October 2024
Headteacher: Rebecca Mitchell	Date: October 2024

Enjoy

Persevere

Succeed

What is Feedback and Marking?

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Marking is one of the methods of providing feedback and generally means written feedback provided on children's written work.

Why is it important?

At Emsworth Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of workload implications of written marking and the research surrounding effective feedback (DFE Reducing School Workload 2023, EEF Feedback 2021).

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation research which shows that feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.

According to the research (EEF 2021) effective written feedback can increase a child's progress by up to 5 months, whilst effective oral feedback can increase a child's progress by up to 7 months.

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'

(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

This policy aims to make the philosophy towards our approach to feedback and marking clear. It will be reviewed at least every three years by the governing body.

What is the difference between written feedback (marking) and oral feedback?

Written feedback typically involves marks or grades and comments and may require a response. It is typically given to pupils after they have completed the task and is usually intended for them to read on their own.

Oral Feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and is usually given either during, or at the end of, a task or activity.

How can we make sure our feedback is effective?

We will make sure our feedback is effective by:

- 1) Using both oral and written feedback across the year and within all subjects.
- 2) Focusing feedback on the task, subject, and self-regulations strategies.
- 3) Providing specific information on how the learner can improve.
- 4) Ensuring feedback comes from a variety of sources, including teachers, learning support assistances, peers and digital technology.
- 5) Ensuring feedback is provided when things are correct as well as when it needs further work.

What will feedback and marking look like at Emsworth Primary School?

Before providing feedback or marking to a child, adults should always start by asking themselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

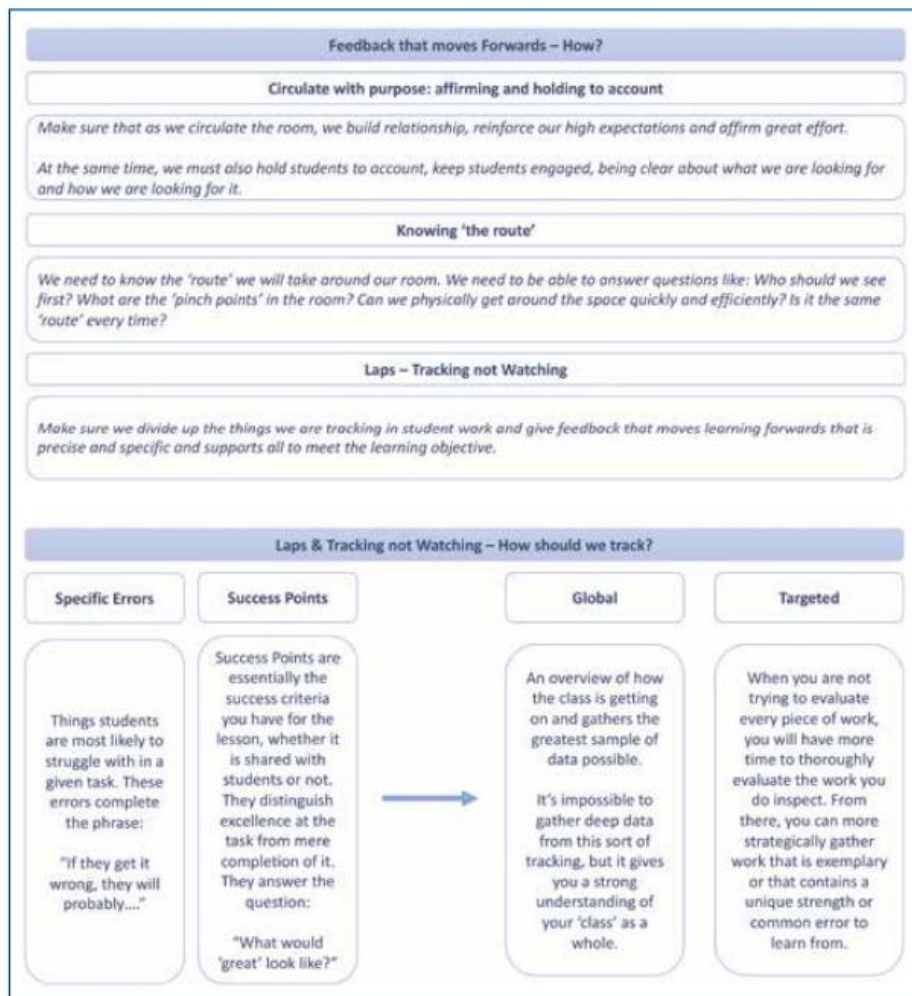
If the feedback or marking does not meet one of these two main reasons, it will not be effective and should therefore be avoided.

The feedback and marking here will take the following forms:

Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher or teaching assistant gathering assessments from their teaching e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. • May involve the use of an adult to provide support or further challenge. • May redirect the focus of teaching or the task.	Lesson observations; learning walks; adaptations to planning, pupil conferencing
Responsive	• Takes place either before or after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity, or missing prior knowledge. • Often given verbally with time to rehearse knowledge/skills/learning immediately. • Can be provided through marking, with the child expected to read and respond independently if appropriate.	Learning walks; catch-up observations; feedback grids; book looks, pupil conferencing

	An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	
Summary (feed-forward)	- Involves reading/looking at the work of pupils at the end of a lesson or unit. - Identifies key strengths and misconceptions for the class or sub-groups. - Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups and is used to edit planning. - Allocates time for editing based on feedback given or rehearsal of knowledge. - Involves allocating time for whole class-led editing based on the adults' observations and re-teaching to deliver feedback and/or rehearsal of the knowledge. Editing is done in green pen. - May involve some peer support or support from an adult	Planning looks; lesson observations; individual writing targets; learning walks; book looks.

When providing immediate feedback, Hattie and Timperley's model (2007) of using laps of the room can be useful for staff to help them ensure their immediate feedback is most effective and no children are overlooked. This model can be found below:



How often is feedback and marking provided to the children?

As a school, we do not specify how often teachers should mark and provide feedback. As professionals, this decision is theirs to manage their workload and ensure the feedback can be used when it will have maximum impact on the child's progress.

The [Eliminating unnecessary workload around marking](#) report highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification.

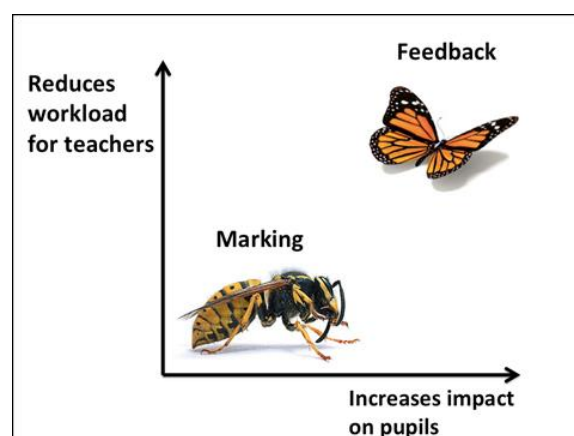
The only time we would give a teacher set expectations around when and how they provide feedback or 'mark' children's learning would be if concerns were raised over children's progress and no evidence of any feedback and marking could be seen within lessons. This would be addressed with the teacher directly as part of the performance management policy.

Support for Teachers

Throughout the year, teachers will be provided with CPD on effective feedback strategies based on research, this will include recommended feedback strategies, such as the ones listed below and on the next page.

Recommended Feedback Strategies

1. Evaluation of paragraphs using a checklist.
2. Self-checking sentence by sentence correcting any mistakes from an exemplar, toolkit or feedback from the teacher.
3. Whole class oral feedback on strengths and improvements.
4. Public critique as a class using a visualiser
5. Numbered targets for redrafting
6. Exemplar models typed up, printed and shared with the class.
7. One to one or small group feedback while class are redrafting or completing another task.



FEEDBACK



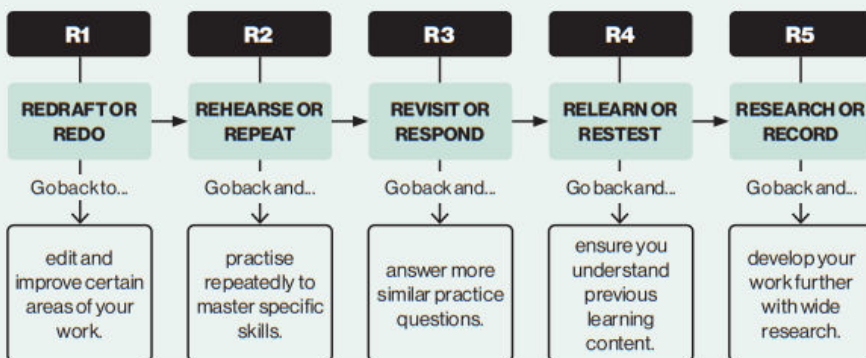
MAKE FEEDBACK SPECIFIC

Be specific, accurate and clear in the feedback being delivered to help students make the connection and understand the reasoning rather than simply telling students when they are right or wrong. For example, "It was good because you..." rather than just "correct". Provide time for students to act upon feedback afterwards.



GIVE FORMATIVE FEEDBACK

Provide comment-only marking (written or oral) to stop students from focusing solely on the grade and disregarding the feedback. This will help them consider what they need to action to improve their learning. Apply the Goldilocks method - not too much feedback to overwhelm students, but just enough to help them improve.



ENSURE FEEDBACK IS ACTIONABLE | Sherrington's 5 Rs Approach

Educator Tom Sherrington proposes a focused approach to feedback, emphasising actions students can take to enhance their learning. He criticises generic and vague feedback, advocating for specific, actionable tasks tailored to students' learning needs. Sherrington categorises effective feedback into five "R" actions explained in the diagram above. This approach aims to transform feedback from a review of past work into a clear roadmap for student advancement where they "should be able to read or hear their teacher's feedback and then do something very specific and concrete that will improve their learning."



DYLAN WILIAM

"Feedback should be more work for the recipient than the donor."

Embedded Formative Assessment (2017).



PROVIDE WHOLE CLASS FEEDBACK

Give WCF by analysing the work of the entire class and identifying patterns. Use these insights to plan and guide a feedback lesson giving clear, actionable steps for improvement.



TURN FEEDBACK INTO A PUZZLE

Wiliam suggests turning feedback into a puzzle or challenge so that students have to engage with it and produce an answer, solve a problem or address a common misconception.

REDUCE WORKLOAD | Dylan Wiliam's 4 Quarters Marking Method



25%
Mark in Detail - Provide actionable feedback.



25%
Peer Assess - Teacher monitors the quality.



25%
Skim Mark - Look for common errors, use WCF.



25%
Self Assess - Teacher monitors the quality.



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