



Aspire, Believe - Together Achieve

## Feedback Policy

September 2022

## Feedback Policy

At St Barnabas Primary School, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). Their research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate 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 when they are wrong

### KEY PRINCIPLES

Our policy on marking and feedback, has at its core, a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit, to ensure that children are provided with timely and purposeful feedback that impacts their learning.

Therefore:

- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date.

- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity, so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- 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.






## MARKING APPROACHES

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as the ones below. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

Written marking and comments should be used where meaningful guidance can be offered, in which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning.

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

## Marking Symbols

|   |   |
|---|---|
|    | You have done something amazing!  |
| ✓   | Your teacher will tick things you have done well.   |
|    | <b>NEXT STEP.</b> It tells you what you need to do <b>NEXT</b> to improve your understanding. |
| V   | When your teacher supports you with your learning – verbal feedback                           |
| T/I   | T – teacher support<br>I – work completed independently                                       |
|    | 'Purple polishing pen'<br>You can use this to make your learning even better                  |
|    | To show a part of your sentence we need to improve  |
| •   | If you see a dot it means you have made a mistake. Have another go at it.                     |
| SP  | Spelling mistake have a go at correcting yourself   |
| P   | Punctuation error   |
| ^   | If you have missed out a word   |
| CL  | Capital letters   |
| FS  | Full stops  |
| G   | Grammar   |
|  | Finger spaces   |
| /   | Space   |
| //  | New paragraph   |
| ST  | Supply teacher  |
| initials  | Student teachers/teaching assistants  |