

FEEDBACK & MARKING POLICY

Review Date	April 2025
Reviewed By	Helen Phillips and SMT
Next Review	April 2026
Summary of changes	Full review of policy.

Approved By:

Head Teacher **Date**

Chair of Governors **Date**

1. RATIONALE

‘The main role of feedback is to improve the learner, not the work. The idea is that, after feedback, the student will be able to do better at some point in the future on tasks they have not yet attempted,’

Dylan Wiliam.

All teachers understand the importance of providing meaningful feedback.

‘Done well it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupils is and where the teacher wants them to be. This process is a crucial component of high quality teaching and can be seen in classrooms across all phases and subjects.’

Professor Becky Harris

At Arboretum, we recognise the importance of feedback as an integral part of the teaching & learning cycle. As John Hattie and Helen Timperley state:

‘Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second.’

John Hattie and Helen Timperley

Our teaching and learning policy is underpinned by the evidence of current educational research in cognitive science. Our approach is based on the work of Rosenshine. We also draw on best practice from the Education Endowment Foundation (EEF). All decisions are made in the pursuit of providing the children of Arboretum with what they need to be successful and to compete at the highest level.

The EEF state that effective feedback should:

- Redirect or refocus either the teacher or 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.


We are mindful of the need to make feedback manageable in order to support our staff’s wellbeing and be mindful of their workload. As a result staff have been fully involved in the writing of our policy with a commitment to engage in constant discussion and review of this process. Our approach to written feedback in particular has therefore been amended in light of this.






2. PRINCIPLES

At Arboretum we define feedback as: *‘information given by a teacher to pupil(s) about their performance that aims to improve learning.’*

Feedback can be provided in a variety of different ways:



 **TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING**
Summary of recommendations

Principles			Methods		Implementation
1	2	3	4	5	6
Lay the foundations for effective feedback	Deliver appropriately timed feedback that focuses on moving learning forward	Plan for how pupils will receive and use feedback	Carefully consider how to use purposeful, and time-efficient, written feedback	Carefully consider how to use purposeful verbal feedback	Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
					
<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. 	<ul style="list-style-type: none"> Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. 	<ul style="list-style-type: none"> Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	<ul style="list-style-type: none"> Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed. 	<ul style="list-style-type: none"> Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1-3). Policies should not over-specify features such as the frequency or method of feedback.

‘The evidence regarding the timing and frequency of effective feedback is inconclusive.’





Dylan Wiliam

Given the ambiguity surrounding the effect of time on feedback received, there is not one clear answer for when feedback should be provided. The efficacy of immediate feedback as opposed to delayed feedback is inconclusive. As such, we leave this decision with our teachers, recognising the crucial role their teacher judgement has. They are the best informed on what works for their children in their class.

The evidence on what to focus feedback on is perhaps most crucial. Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring a pupils improves. Specifically, high quality feedback can focus on:

- the **task**- its outcome and on how to improve when doing that specific type of task
- the **subject** – the underlying processes with that subject
- **self regulation** – how pupils plan, monitor and evaluate their work

Feedback that focuses on a pupil’s personal characteristics is less likely to be effective eg: ‘you are a natural mathematician’.

	Feedback more likely to move learning forward			Less likely
	<p>Task</p>  <p><i>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.</i></p>	<p>Subject</p>  <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	<p>Self-regulation strategies</p>  <p><i>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.</i></p>	<p>Personal</p>  <p><i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i></p>
KS1 examples	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?'	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.'	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.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica 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 "Icenii tribe".'	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 use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'




3. THE CONTENT OF FEEDBACK

We aim for our staff to ensure their feedback is focussed on one of three things:

- **Correct**
- **Clarify**
- **Consolidate**

4. A WHOLE SCHOOL APPROACH

All work will be acknowledged in some form by class teachers. This will be through highlighting the learning objective using the appropriate colour. The intention is that minimum teacher time should lead to maximum outcomes.

	Work which demonstrates that a pupil has met the success criteria, demonstrated a particular skill or achieved the intended outcome
	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. This will be accompanied by the corrected spelling. A maximum of 3 spellings are chosen to be practised five times by the pupil.

- Every lesson/ unit of work should have clearly identified learning objectives and success criteria which are shared with the children.
- The learning objective should be highlighted for all pupils using the colour code above.
- At least 6 books will be marked in depth every night in English, Maths or Science. This will result in all pupils receiving developmental feedback at least once a week. NB Teachers can choose to mark all 30 books in one night if preferred or relevant. This can be completed live in the lesson or after the lesson. As stated, the teacher is best placed to make this professional judgement.
- When marking the orange 'presentation' books for English there is no expectation that these are marked in depth. These are to be used as assessment pieces and as such achievement against stage expectations will be made on the DDAT writing assessment grids.
- In Foundation Stage & Key Stage 1, review marking will be completed in line with the whole school approach. Where pupils are unable to read/understand such comments, these are shared verbally or pictorially with children at the next appropriate opportunity. This is also true for SEND pupils across the school.

- Time must be allocated for children to respond to next steps and complete any actions given. Teachers must check actions/corrections. They should tick to acknowledge or amend accordingly.
- NB - In some cases it may be appropriate not to mark work, e.g. final drafts for display.
- It is **NOT** necessary to stick photographs in books as evidence of practical/group work- this can be collated and stored on IPADs or added to a display in the classroom. There is no need for an IALT in books if no work is going to be recorded in them for that day.

5. ASSESSMENT

Purposeful assessment is at the heart of all highly effective teaching and learning. We use multiple assessment methods to provide rapid formative interpretations and make adjustments to teaching to improve learning.

6. MONITORING

Marking and Feedback procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in response to any changes or new initiatives. This policy should be reviewed in line with the school cycle.