

# Feedback & Marking Policy

Freemantle C.E. Community Academy Trust



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| Approved by:        | Janet Parker |                  |
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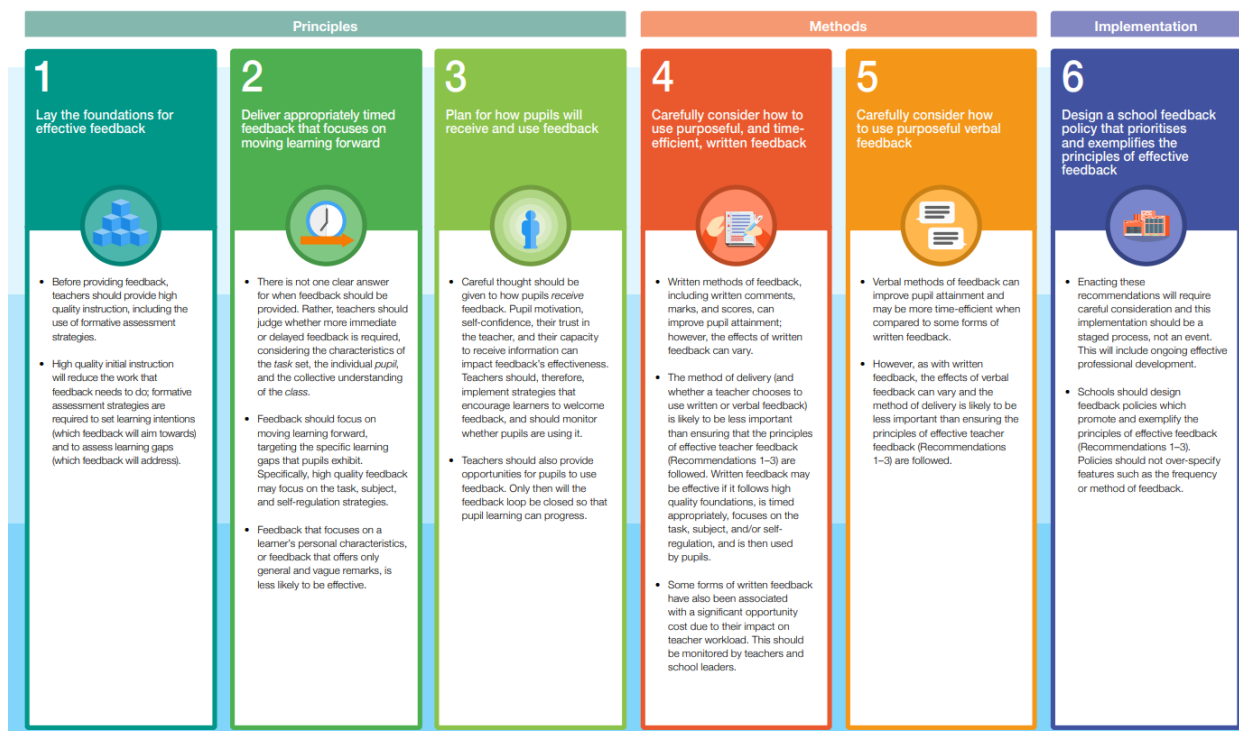
## 1. Mission Statement

### Meaningful. Manageable. Motivating.

At Freemantle, we understand the significance that feedback has on learning. The goal of teachers' feedback is to redirect or refocus either the teacher's or the learner's actions to support learning, share high expectations, and celebrate success.

All learners are entitled to feedback that will support them in making progress across the curriculum and all staff will provide meaningful feedback as a result of the ongoing assessment process.

The approach to feedback at Freemantle is based on research from the Education Endowment Foundation (see diagram below) and has been written with reference to the NCETM, who emphasise the importance of 1:1 verbal feedback over written feedback. At Freemantle we believe all feedback should be meaningful, manageable and motivating.



## 2. Aims

The aims of providing feedback at Freemantle are:

- To demonstrate to the learner that their learning has meaning and encourage them to value their effort;

- To provide specific, clear and individualised guidance on how to improve relative to the learning outcome;
- To continuously assess understanding of learners, identify misconceptions and adapt teaching and learning to promote progress;
- To provide the foundation for ongoing assessment and tracking;
- To boost self-esteem and aspirations through the use of praise and encouragement to motivate learners;
- To promote and manage opportunities for self and peer assessment and encourage learners to accept guidance from others;
- To share and reinforce high expectations; to promote a classroom “culture of success”;
- To enable learners to have ownership and take responsibility for their own learning, ensuring pupils have opportunities to use feedback effectively.

### 3. Principles of Effective Feedback

*Supportive for pupils; informative for adults.*

1. The most effective form of feedback is the regular, specific and personalised verbal feedback delivered at the point of learning, addressing the area of highest leverage in the child’s learning at that point in time.
2. Therefore, the most effective feedback is delivered by professionals with an excellent knowledge of the pupils in their care, including their strengths, areas for development and where they are in their individual learning journey.
3. The objective of feedback is to help all pupils to progress in learning by celebrating successes and given support to address misconceptions whilst demonstrating high expectations. It encourages pupils to value the work they do, and empowers them to want to produce the best work possible.
4. Where feedback isn’t delivered at the point of learning, it follows the same principles and is delivered as close to the point of learning as possible in accordance with section 4.2 ‘Recording’ below.
5. Feedback should leave pupils feeling intrinsically motivated to respond to next steps in learning with a high success rate.

### 4. Guidance for Teachers

#### 4.1 Delivering, Facilitating and Using Feedback:

Feedback should always start with a positive comment with constructive dialogue following so that pupils know how to further “grow their brain”, giving them ownership over the learning. Both the positive comments and constructive feedback, need to be specific, motivating and tailored to the individual learner. Feedback should involve questioning and modelling to guide learning or support the child to address and respond to misconceptions.

The pupil should always be encouraged to take an active role in their feedback in order to remain engaged and receptive to correction as well as having opportunities to immediately practise fixing inaccuracies and learn from their mistakes whether it’s individual, group or whole-class feedback.

Pupils in lower school are not expected to formally self or peer mark work, however teachers help pupils to understand the importance of checking work by modelling and narrating self-evaluation.

For pupils in upper school, the feedback cycle provides opportunities for pupils to evaluate the quality of their own work, and collaborate with others to do the same, encouraging pupils to be goal-focused towards their own learning. This is progressive throughout upper school.

For adults, the information gathered from an effective feedback cycle must be used to inform and adapt future learning **before** that learning takes places.

## 4.2 Recording

### Lower school

Symbols used:

G – GUIDED  
helped and aided  
by teacher or LSA.

I – INDEPENDENT  
on learning  
outcomes for  
independent tasks  
or I for child-  
initiated  
independent  
writing.

Stamps:

Stamps will be  
printed in books to  
praise and  
acknowledge a  
child's effort.



## Lower School English

### Step 1: Praise

Specific verbal labelling of successes.

Narration of the writing to help pupils know what they have done well.

Successes link to a purpose, e.g. "That made me feel scared", "I can read the words easily".

### Step 2: Corrections and verbal target setting

Guided corrections will be verbal followed by a model (sound buttons, sounds -to be unscrambled), or feedback symbols will be used for children to actively respond to and/or practise.

### Sharing success:

Writing is shared within lessons and the following day to demonstrate successes and standards of writing.

- Writing success is shared with headteacher members of SAT and previous teachers
- Feedback from staff will always follow the structure of: (1- positive) and (2- correction/verbal target setting)

### Post-lesson

Revisit books post-lesson to inform interventions, planning and on-going individual support/feedback for the following day/days, seeking to establish common misconceptions that need addressing.

Symbols  
used:

G – GUIDED  
helped and  
aided by  
teacher/LSA  
otherwise  
assumed to  
be  
independent.



Stamps:

Stamps will  
be printed in  
books to  
praise and  
acknowledge  
child's effort.

## Lower School Maths

### Step 1: Praise and acknowledgement

Specific verbal labelling of successes.

Use of green box highlighting or ticking (live in lesson) to acknowledge success/correct answers.

### Step 2: Questioning

Verbal feedback questions are used to facilitate children's reasoning and explanations

- How do you know?
- Why?
- Show me how...

### Step 3: Corrections, refocusing and verbal target setting

No crossing out or rubbing out of incorrect answers.

Underlining in biro pen or circling answer for children to reattempt.

Annotate and add models/scaffolds to support e.g. part, part, whole, number line, visual scaffolds.

### Post-lesson

Children's work will only be marked if there is no in-lesson acknowledgment/ticking. If this is the case, child will be given verbal acknowledgement post-lesson to know that they have been successful. Revisit books post-lesson to inform interventions, planning and on-going individual support/feedback for the following day/days, seeking to establish common misconceptions that need addressing.

**Symbols used:**

G – GUIDED helped and aided by teacher/LSA otherwise assumed to be independent.

I – INDEPENDENT after GUIDED.

LF – LIVE FEEDBACK to signal group or class-based feedback being responded to.

## Upper School English

### Step 1: In the moment feedback

Adult-led specific VF will be evident to show the verbal discussions between teacher and pupil. Adults will use a symbol or quick written comment to support assessment of independence (for example, VF: cohesion/ VF: starting ideas).

Adults will use feedback symbols to address mechanical inaccuracies and short comments or modelling to address more complex (for example, modelling correct use of apostrophes) or repeated misconceptions to highlight more structured support.

Pupil self-marking against learning outcomes may be evident using yellow highlighter.

### Step 2: Post-lesson Feedback

Adults may use green highlighter to demonstrate success against the learning outcome or wider learning journey.

On assessed pieces of work, adults will write a short written comment celebrating effort and successes in the piece to recognise the effort pupils put into writing.

Adults may use short corrective comments (for example, check tense throughout/add more evidence).

Live feedback will be used at the start of lessons to celebrate successes and model high-quality work or corrective live feedback will be used based on common group-based misconceptions or errors. This will be evidenced in planning (the lesson slides) as well as books, where there will be evidence of pupil improving work or setting own targets for new work (written in the margin).

Where staff aren't able to VF with pupils in lesson, they will provide feedback using feedback symbols and short comments to support future learning.

Adults will acknowledge assessment/ acceptance of the work using an initial (seen) or tick & initial (seen and met teacher's expectations). The adult who taught the lesson should carry out this check.

**Symbols used:**

G – GUIDED helped and aided by teacher/LSA otherwise assumed to be independent.

I – INDEPENDENT after GUIDED.

LF – LIVE FEEDBACK to signal group or class-based feedback being responded to.

## Upper School Maths

### Step 1: In-the-moment feedback

Adult marking of answers will be evident using green highlighter,

Pupil self-marking of answers will be evident using yellow highlighter.

1:1 adult support and modelling will be seen via pen (biro) in books.

Adult support above and beyond general whole-class support will be identified with a 'G' next to the specific work where targeted adult support has taken place. An 'I' code will signify where support has ended and the pupil has continued working independently of the teacher.

Where adults have used concrete resources above and beyond that which is used at whole-class level, this will be indicated (e.g. dienes).

Where an adult has brought a group or the whole-class back to discuss a misconception or model an answer to an MNP question, the code LF will be used to indicate support.

### Step 2: Post-lesson Feedback

Adults will check MNP books, piling them into groups to see the percentage of pupils who have met the learning outcome and those for whom it may be necessary to run remedial interventions or repeat or adapt lessons. This should happen before the next lesson to ensure adaptive teaching is being followed (TS6).

Adults will acknowledge assessment/ acceptance of the work using an initial (seen) or tick & initial (seen and met teacher's expectations) system. The adult who taught the lesson should carry out this check.

## Foundation Subjects

Feedback and marking takes a different approach for foundation subjects and science because within these subjects, retrieval of knowledge and retrieval is sequenced into the learning and this takes a variety of different forms. These include whole-class feedback to address common misconceptions, encouraging children to have dialogue and follow up opportunities. On an individual level, children also receive different forms of verbal and written feedback which follow the same principles as the verbal feedback elements of the English policy.

### 4.3 Progression of Feedback Symbols:

(See Appendix 1)

Coding symbols are progressive and used alongside verbal feedback to provide learners with guidance towards their own misconceptions. Feedback symbols are used throughout the school and are displayed in all classrooms.

## 5. Equal Opportunities

All learners are entitled to regular and individualised feedback that will support them in making progress across the curriculum irrespective of gender, SEN, race, creed and disability, considering the specific and individual needs of the learner.

## 6. Monitoring arrangements

It is the responsibility of the senior leadership team and individual subject/area leaders to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in delivering feedback across the curriculum.

This policy will be reviewed by Core Subject Leaders in consultation with all teaching staff. The policy will be approved by the Board of Directors.

## 7. UN Convention on the Rights of the Child

*“Article 28 (right to education): Every child has the right to an education.”*

*“Article 29 (goals of education): Education must develop every child’s personality, talents and abilities to the full.”*