



Newlands CofE School Federation

A partnership of Shere and Clandon Schools



Quality Feedback and Marking Policy

1. Introduction:

The Newlands CE Federation recognise the importance of feedback as part of the teaching & learning cycle and aims to maximise the effectiveness of its use in practice. We are mindful also 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 and other expert organisations. The Education Endowment Foundation 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.

2. Principles:

Our policy is underpinned by the following principles:

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. This is because high quality instruction will reduce the work that feedback has 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).
- 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.

- 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 the effectiveness of feedback. Therefore, teachers should implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.
- Teacher should provide opportunities for pupils to use feedback. Only then is the feedback loop complete so that learning can progress.
- 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 the principles above 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.
- However, some forms of written feedback are associated with an excessive demand on teacher workload. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group emphasises that marking should be: [meaningful, manageable and motivating](#).
- Verbal methods of feedback can improve pupil's attainment and may be more time-efficient when compared to some forms of written feedback.
- 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 children according to age and ability.

3. Feedback and marking in practice

Within the Newlands Federation, teachers evaluate the learning that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

Within the Newlands CE Federation, these stages can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
1 Immediate	<p>Takes place in all sessions throughout the day.</p> <p>Can be given to classes, groups or individuals.</p> <p>Often given verbally to children for immediate action.</p> <p>Often involves extra support or challenge.</p> <p>May re-direct the focus or direction of play, an activity or task.</p> <p>May include highlighting and annotations in line with the marking code.</p>	<p>Lesson observations/learning walks.</p> <p>Some evidence of annotations or use of the marking code.</p> <p>Pupil voice.</p>
2 Summary	<p>Takes place at the end of a lesson, activity or play.</p> <p>Often involves classes and groups. Provides an opportunity for evaluation of learning.</p> <p>May involve self- or peer-assessment against an agreed set of criteria.</p> <p>In some cases, may guide a practitioner's use of review feedback, focusing on areas of need.</p>	<p>Lesson observations/learning walks.</p> <p>Some evidence of self- and peer-assessment.</p> <p>Pupil voice.</p>
3 Review	<p>Takes place away from the point of facilitating/teaching.</p>	<p>Acknowledgment of work completed.</p> <p>Written comments and appropriate responses and actions.</p>

	<p>May involve written comments/annotations for pupils to read and respond to.</p> <p>Leads to adaptations of the learning environment, next steps and future interactions.</p>	<p>Adaptations to the environment.</p> <p>Child and practitioner interactions.</p> <p>Identification of next steps.</p>
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Review marking will only lead to written comments for those children who are able to read and respond independently. In some cases, the marking code may be used where this is understood by children (see end of policy for marking code). Where children are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

4. Marking Approaches:

Teachers mark work in green and pink ink. They ensure their handwriting is neat and legible.

In the Early Years and Key Stage One, written marking is used meaningfully for those children who are able to read and respond independently. The marking code will be used, when this is understood by children. Where children are unable to read and understand such comments, these are shared verbally with children where appropriate.

In Key Stage Two, written marking is used where meaningful guidance can be offered and where this has not been possible in the lesson. In the case of groups of pupils having a common need, teachers may adjust planning to address misconceptions rather than provide a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in the learning sequence, this need not be annotated.

The following approaches may be used:

Whole class analysis and feedback:

After a lesson, the teacher looks through children's books (or other learning outcomes) to identify common misconceptions. They use this assessment to inform the future teaching sequence.

Child-led assessment, feedback, and editing:

Children are encouraged to reflect on their own learning. Dialogue between children with other children, and with adults is a powerful strategy. It can be helpful for children to

assess the work of others and articulate peer feedback. Peer feedback can be verbal or written. Children are trained in how to provide effective feedback, which is kind, specific and helpful.

For example,

- I like this part, and have you thought of...
- What made you use ... (word/phrase) and not another one?
- The best part is...
- I think that next time you could think about ...
- I agree because...
- Although I understand..., I disagree because...

Editing:

Within the Newlands CE Federation, we encourage children to make appropriate and meaningful additions and revisions to their own work. The teacher may model and scaffold this process and may indicate where editing is required.

Editing Stations:

Within a sequence of lessons, teachers will often make use of editing stations. Following teacher modelling and the shared editing and improving an example, children are encouraged to move through different stations, making specific revisions. For example, one station may require children to correct any incorrectly spelt common exception words. Where appropriate children can use classroom displays, dictionaries and other resources to scaffold their review. The remit of editing stations will always be appropriate to the age and ability of the children accessing them.

5. The Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code which uses highlights to identify areas of strength and possible next steps.

Annotation	Meaning
	Tickled Pink Learning which demonstrates skill, knowledge, understanding or learning behaviours.
	Green for Growth Learning that needs further attention or demonstrates an error or misconception.

9. Review

The Governing Body first adopted his policy in September 2021. It will be reviewed biennially as necessary.

The Children and Learning Committee are responsible for the review of this policy. This policy is based on a template from the Key for School Leaders.

Date of last review: Summer 2023

Date for next review: Summer 2025