Reeth and Gunnerside Schools

MARKING AND FEEDBACK POLICY

High quality feedback helps learners to make progress. Done well, it enables pupils to understand what they need to do to improve, builds understanding, explores misconceptions and identifies how to move forwards. By involving and engaging pupils in the feedback process, constructive feedback can increase motivation, self-esteem, independence, initiative, confidence, attainment and equips pupils for lifelong learning.

Feedback is central to effective teaching and learning, at the heart of what we do. Our school vision, detailed below, is all about working together to help others, to progress, to prepare for the next step:

We come to school to learn, explore and grow. In our small community, we all work together to make a better school, make connections and to prepare for our future. Values of love, kindness, hope and peace help to guide us on this journey.
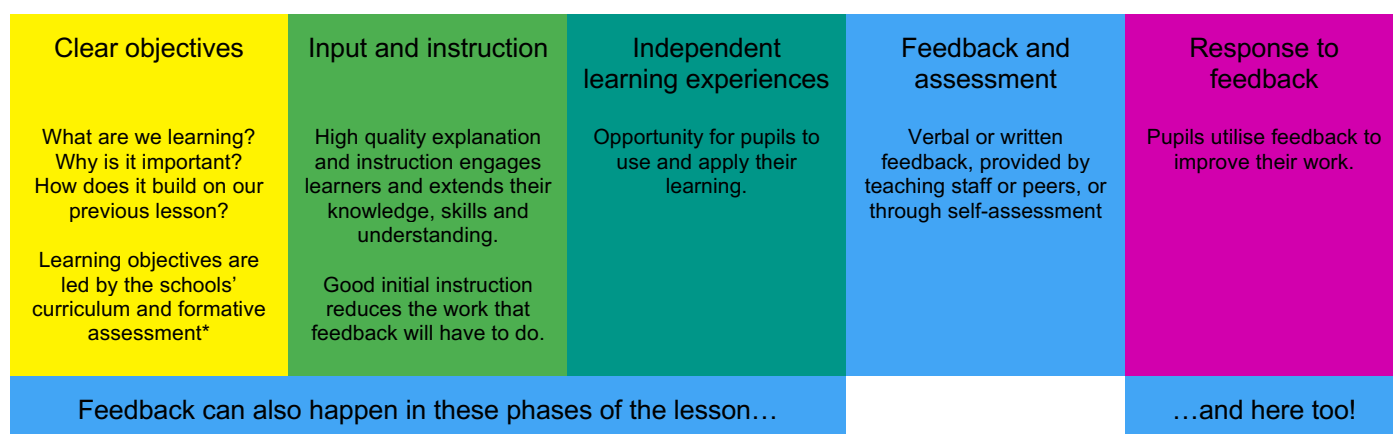
Our school song, 'One More Step Along the World I Go', celebrates all that we do.

Over the years, much has been written and said about strategies for assessment and how feedback should be provided. More recently, research by the Department for Education has highlighted the impact of written marking on teacher workload. It is worth noting too that feedback doesn't always yield a positive outcome – we all know that negative feedback, badly delivered, can be hard to take.

Large amounts of time are invested providing pupils with feedback, and we need to ensure that this is as productive and as effective as possible. We have used best practice guidance from the Education Endowment Foundation to guide us, and this policy aims to set out our approach.

PROCESSES OF LEARNING AND FEEDBACK

The diagram below shows phases of the learning process. Not every lesson follows this model and it may span several lessons. Note that whilst feedback often dominates a particular phase of a lesson, it can be powerful whenever it becomes relevant.

Clear objectives	Input and instruction	Independent learning experiences	Feedback and assessment	Response to feedback
What are we learning? Why is it important? How does it build on our previous lesson? Learning objectives are led by the schools' curriculum and formative assessment*	High quality explanation and instruction engages learners and extends their knowledge, skills and understanding. Good initial instruction reduces the work that feedback will have to do.	Opportunity for pupils to use and apply their learning.	Verbal or written feedback, provided by teaching staff or peers, or through self-assessment	Pupils utilise feedback to improve their work.
Feedback can also happen in these phases of the lesson…				…and here too!

*Formative assessment is the process by which both pupils and their teachers identify where learners are in their learning, what they need to do next and how to make this happen.

RESEARCH BY THE EDUCATION ENDOWMENT FOUNDATION (EEF)

Key findings:

• Feedback can be effective during, immediately after and some time after learning.

• Feedback can come from a variety of sources -– studies have shown positive effects of feedback from teachers and peers. Impacts are highest when feedback is delivered by teachers.

• Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

• It is important to give feedback when things are correct -– not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

Summary of recommendations:

1 Lay the foundations for effective feedback	2 Deliver appropriately timed feedback that focuses on moving learning forward	3 Plan for how pupils will receive and use feedback
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).	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.	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.

PRE ASSESSMENT, PRE LEARNING AND FORMATIVE ASSESSMENT

When appropriate, pre assessments are used to assess children's starting points. They offer a valuable self-assessment tool for children, inform teachers' planning and are a great way to generate interest in a project.

Some pupils benefit from pre learning, provided before the main lesson. A few minutes working in a small group with a member of teaching staff can boost confidence significantly, helping learners that may have struggled to access the work, to do so.

Formative assessment is the process by which both pupils and their teachers identify where learners are in their learning, what they need to do next and how to make this happen.

CLEAR LEARNING OBJECTIVES

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff share and develop this knowledge with pupils as a key component of each lesson and link learning to real life situations when possible. Teachers can choose to share the learning objective in different ways so that this does not lose its significance. Learning objectives should focus upon the learning and not activities.

SUCCESS CRITERIA

By identifying, understanding and working with success criteria, pupils know how to complete a task effectively. Success criteria are helpful when they identify either a series of steps (as in a mathematical procedure) or a set of 'ingredients' (as in the key components of a play script). They are most effective when they identify how to do something. Success criteria can be developed with pupils (this can increase ownership of the ideas) or by the teacher and shared with pupils. Examples of success criteria are shown below:

Success criteria for use of direct speech
✓ Put speech marks before and after the first word and last words spoken
✓ Use a capital letter for the first word spoken each time
✓ Start each person's speech on a new line
✓ Golden rule - speech marks always go after other punctuation – e.g. Tom said, "Let's meet at the park."

The first speech marks come after the comma.

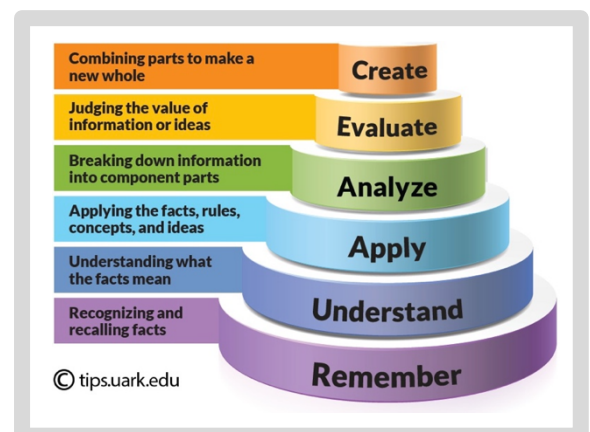The second speech marks come after the full stop.

Success criteria for a conclusion:
✓ Explain what you have found out
✓ Try to explain your results using your scientific understanding
✓ Suggest what you would do differently if you had the chance to do the experiment again

EFFECTIVE QUESTIONING

Effective questioning is a powerful component of successful lessons, in all phases of the learning process. Teaching staff promote and facilitate discussion by providing:
• a high proportion of open questions
• a range of different question types (see diagram)
• time for pupils to think about and discuss their responses to questions with a talking partner or group
• supplementary questions to extend understanding
• questions that encourage learners to reflect on their own thinking
• opportunities for pupils to generate questions

Create — Combining parts to make a new whole
Evaluate — Judging the value of information or ideas
Analyze — Breaking down information into component parts
Apply — Applying the facts, rules, concepts, and ideas
Understand — Understanding what the facts mean
Remember — Recognizing and recalling facts
© tips.uark.edu

VERBAL FEEDBACK

Verbal feedback is the most immediate, interactive and dynamic form of feedback. It can be particularly useful when there is a need to explore ideas and develop understanding that would be difficult to communicate in writing. It can be provided on a one to one basis, with a group or a whole class. It works well at any point in a lesson.

WRITTEN FEEDBACK

Written feedback provides a record of comments that both pupil and teacher can refer to. It also works well when verbal feedback isn't possible or efficient.

To be effective, written feedback should
• celebrate progress and things that are correct
• focus on moving learning forward
• relate primarily to the learning objective(s) and success criteria
• be specific and constructive, enabling learners to move on
• be read and understood by pupils
• be provided when it is still relevant, and giving sufficient time for pupils to respond

PEER AND SELF ASSESSMENT

Sometimes, teachers will ask children to mark their own and others' work. When used effectively, this can be a very useful strategy for assessment and feedback, identifying aspects of learning that are going well and those that are priorities going forward. It is important that a positive climate of improvement and progress is established to enable pupils to recognise their next steps without risk to self-esteem. Pupils need to be supported and trained by teaching staff to reflect on work effectively. Self and peer assessment work best when there is a clear understanding of what pupils are trying to achieve, often supported by success criteria.

TARGETS AND NEXT STEPS

Literacy targets are provided in literacy books and in home school log books. Numeracy targets are provided in home school log books. In addition, next steps identified in a piece of work are recorded either alongside or at the end of the task and provide 'working targets' that relate directly to the current learning objective(s).

SPELLINGS

Pupils are encouraged to check and edit spellings as part of normal classroom practice. Further to this, when work is marked spelling mistakes are underlined if the teacher anticipates that the pupil is able to self-correct using either their spelling knowledge or with the support of a word bank or dictionary. If the spelling is too tricky for the pupil to correct, yet is a word that is key to future progress, then the teacher will underline the word and provide the correct spelling in the margin or at the end of the task. Depending on the spelling ability of the pupil, some mistakes may be left unmarked to avoid overwhelming the learner and reducing self-esteem.

MARKING SYMBOLS

A range of marking symbols is used across the schools (see end of policy). These symbols are available in all classrooms for pupils to refer to.

POLICY REVIEW AND APPROVAL

This policy was approved by governors in summer term 2025. This policy will be reviewed biennially.

MARKING SYMBOLS

Code	Meaning
***	Effort grade – you have exceeded your teacher's expectations. Well done!
**	Effort grade – you have met your teacher's expectations. This is good work.
*	Effort grade – you need to work harder to meet your teacher's expectations.
(green highlight)	*Really* successful parts of your work are highlighted in green.
◯	The following mistakes are circled: *capital letters that should be lowercase letters *lowercase letters that should be capital letters *incorrect punctuation
___	Missing punctuation is underlined. Spelling mistakes are underlined too.
(steps symbol)	These are the next steps in your learning. Try these ideas to improve your work next time.
Ⓓ	You discussed your work with your teacher.
Ⓢ	Your teacher supported you with this task.
Ⓘ	You worked independently on this task.
Ⓖ	You worked as part of a group on this task.
Ⓡ	Use this symbol when you respond to feedback.
Blue pen	Teacher marking
Purple pen	Self and peer assessment