



## **MARKING AND FEEDBACK POLICY**

**This policy was agreed by the Management Committee: Spring 2025**

**This policy will be reviewed: Autumn 2025**

## 1 Philosophy

At the PRU, we believe that high quality constructive feedback to pupils, written and oral, positively impacts on pupil progress. PRU staff ensure that feedback is given in such a way that it will improve pupil's learning, self-confidence, raise self-esteem and allow opportunities for self-assessment.

The purpose of feedback is to give pupils information about their performance and how they can improve. This will allow them to develop independence and self-regulation. The frequency, type and volume of feedback is down to the teacher's professional judgement. Effective feedback will be evidenced by pupils knowing what they have done well and what they need to do to improve.

### **Before providing feedback:**

- Teachers should provide high quality instruction, including the use of formative assessment strategies.
- Use formative assessment strategies that are required to set learning intentions (which feedback will aim towards) and to assess learning gaps.

### **Teachers deliver appropriately-timed feedback that focuses on moving the learning forward:**

- 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.
- High quality feedback may focus on the task, subject and self-regulation strategies.

### **Teachers plan for how pupils will receive and use feedback:**

- Careful thought should be given to how pupils receive feedback. Teachers should 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.

## **Method of Feedback**

The Educational Endowment Fund (EEF) finds that feedback can take a variety of forms, including written and oral. Feedback delivered by digital technology also has positive effects. It is just as important feedback is given when something is correct as when it is incorrect. Effective feedback should focus on moving learning forward, targeting the task, subject, and self-regulation strategies. Feedback linking to the person is less likely to move learning forward.

**Task:** Feedback focused on improving a specific piece of work or specific type of task.

**Subject:** Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.

**Self-regulation Strategies:** 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.

	<b>Feedback Method</b>	<b>What does this look like in practise?</b>
<b>Written Feedback</b>	Live written marking using marking codes supported by spoken feedback in lessons. This could be individual, group or whole class.	<p>Don't correct every mistake but link to learning intention or personal target.</p> <p>Use tools such as the visualiser for effective modelling.</p> <p>Encourage children to reflect on their own work, editing their own mistakes, following a modelled example.</p>
	Delayed written feedback where the child has an opportunity to reflect, respond or apply the learning in the next lesson.	<p>Ensure feedback links to learning intention or personal target.</p> <p>Ensure that there are opportunities for the children to act on the feedback in the following lesson.</p> <p>Feedback comments shouldn't remain the same as the child should be able to reflect and act on the feedback. If there is no change, the feedback needs to change.</p>
	Self-assessment by checking own work. Ensure that there are opportunities to reflect on next steps.	<p>Use purple pens so the children can see their corrections.</p> <p>Make sure there is time for the children to reflect on what they need to do to improve.</p> <p>Provide pupils the opportunity to compare their answers to model answers.</p> <p>Ensure pupils have the chance to reflect on the task, either verbally or in their books.</p>
<b>Verbal Feedback</b>	Immediate verbal feedback by an adult.	<p>Give direct feedback following planned formative assessment strategies such as a small group whiteboard work.</p> <p>Encourage the culture of learning together and helping each other.</p> <p>Feedback what is done well and next steps.</p> <p>Summarise what has been said so children are clear.</p> <p>Ensure there is time to reflect and respond.</p>
	Delayed verbal feedback where the child has the opportunity to reflect and respond in the next lesson.	<p>Ensure there is opportunity for the feedback to be acted on in the next lesson.</p> <p>Adapt planning if necessary to respond to the needs of the children.</p>
	Peer to peer feedback through partner talk.	<p>Carefully consider pairing as not all children work well together!</p> <p>Share a clear and understandable framework for what they are providing feedback on.</p> <p>Using the visualiser and LSA, model giving and receiving feedback.</p>
	Use the visualiser to feedback, model and explain.	<p>Select pupil's work carefully, addressing common misconceptions.</p> <p>Encourage children to think more deeply about work because of the need to talk about work and then act on this.</p> <p>Shift the mindset to continuous improvement and editing.</p>

## Foundation Subjects:


Pupils will receive verbal feedback throughout lessons with a focus on the skill or knowledge they have been learning.

At the end of each unit, pupils will review their learning to 'celebrate' and identify what they have done well.

## General Written Feedback Guidelines

- Green pen is to be used for all written feedback by adults.
- Work presentation should be monitored and use feedback to ensure it is consistent.
- Children should edit their work in purple.

## Generic Marking Codes

- Misspelt words or sentences that need to be corrected will be highlighted in yellow
- I = independent work
- W/S = with support
- VF = verbal feedback
- 1:1 = if the pupil has needed to work outside the classroom with continuous adult support
- CMC = number of catch me cards child receives
- • = mistake
-  = encourage the pupil to review their work and edit where needed

## Maths Marking Codes

- ➔ = next steps to challenge / extend learning
- R = tangible resources used to support (this is also used when completing assessments)
- Numbers formed incorrectly will be highlighted in yellow

Signed by:  
Chair, Management Committee

Date:

Signed by:  
Executive Headteacher

Date: