

# Feedback Policy

## Importance of Effective Feedback

Feedback and marking are a central part of a teacher's role and are integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.

## Workload Considerations

The Government's 2014 Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

## Forms of Feedback

Where possible to incorporate into lessons, teachers should prioritise oral feedback. This can take the form of whole class feedback, group feedback or individual feedback. Teachers should not feel dissuaded for fear of the SLT, Governors, Ofsted citing a lack of evidence of feedback.

Peer-assessment and self-assessment are also encouraged for the older years.

Despite prioritising oral feedback, all teachers should ensure that written marking is still an important feedback tool and should be used wherever oral feedback is not practical. Comments should be "meaningful, manageable and motivating" and children should be given time to read and where appropriate respond to teacher marking.

Written marking in literacy should have a challenge for the child for the rest of the week and subsequent comment should review this, determining whether the child has met their challenge.

## Mistakes and Misunderstandings

Teachers should make a distinction between mistakes and misunderstandings.

Mistakes should be marked as incorrect. However, they need not be commented on. If a child has used capital letters in a piece of extended writing 10 times correctly and once wrong, the child understands the use of capital letters and has simply made a mistake.

However, if a child is consistently using capital letters wrong, this is a misunderstanding. If it is specific to the child, the child needs it explained clearly and given as a target in the teacher's coaching comments.

## Marking Codes

Highlighted pink LO = achieved

Highlighted green LO = not achieved