



Cherry Tree School

Feedback and Marking Policy

Policy Schedule	
October 2022	Policy written with staff and approved by governors
Autumn 2024	Reviewed and approved by governors 14-11-24

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A. Feedback Key

Statement of intent

Cherry Tree Primary School understands that the effective use of feedback can have a powerful influence on pupils' learning and progression.

Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

Marking is a key aspect of feedback and is part of the school's comprehensive review of teaching, learning, assessment and achievement. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how the work can be improved. When marking a piece of work, staff should always have in mind: 'What will improve as a result of marking this? What will be the impact on learning?'

This policy aims to ensure that feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable, consistent processes in the school.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems rather than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Principles

i. Lay the foundations for effective feedback

In lessons, teachers will give high quality instruction using 'quality first' teaching and learning strategies and formative assessment. This will allow future learning objectives to be identified, any learning gaps to be addressed and appropriate feedback to be given.

ii. Deliver appropriately timed feedback that focuses on moving learning forward

Teachers will decide upon the timing and type of feedback given based upon the task set, the needs of individual children and impact it will have upon moving learning forward. They will judge whether written or verbal feedback would be most effective in improving children's learning.

iii. Plan for how pupils will receive and use feedback

Teachers will endeavour to motivate children and build their self-confidence through creating a trusting and respectful environment where feedback is welcomed. At Cherry Tree 'The power of yet' is encouraged. Children are reassured that they may not have understood **yet** but with support and resilience they will succeed. There is a focus on positive feedback as well as providing targets for improvement. Opportunities will be given for children to reflect upon feedback, using it and responding to it with the purpose of moving learning forwards.

4. Purposeful, time efficient feedback

Teachers are expected to:

- Provide verbal or written feedback that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Carefully consider how to use purposeful, time-efficient written or verbal feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Feedback should be in relation to the shared learning objective and the child's attainment. 'Can I...?' statements will be used as the title for the work wherever this is appropriate. This will make the learning objective clear to all.
- In order to provide consistency across the school, all teachers mark in GREEN pen, which contrasts to the BLACK pen or pencil used by the children.
- Written comments should be succinct and clear; thus saving time for the teacher and enabling the child to quickly establish what they need to do, to further develop their work.
- Verbal feedback may be given instead of a written comment. There is no requirement to back this up with a written comment.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets.
- Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

- Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.
- Rewards will be given to pupils in the following ways:
 - House points given
 - Praise in front of whole class
 - Displaying excellent work around the classroom
 - Certificates given in Praise Assembly
 - Smiley faces, stickers given




Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.
- Children should be encouraged to evaluate their own work before marking, taking into consideration the shared learning objective and any previous next steps or targets.

Examples

A simple smiley face system can be used for all children, in all subjects.

A thumbs up, thumbs down approach can be used within the lesson and as part of the plenary.

	I understood this work
	I am beginning to understand this work
	I did not understand this work

- Corrections

Corrections will be completed underneath or near to the work.

Rubbers will be used where appropriate.

Errors will be neatly crossed out with a pencil.

As children gain independence they will look for their own spelling errors and correct these using a word mat, dictionary or target card. The number of spellings to be corrected will be decided by the teacher. Where a child has repeated errors, common exception words will take priority.

5. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

6. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via Seesaw or through the school's Google Classroom portal.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

The main method of pupils receiving feedback will be done verbally via in-person lessons on Google Classroom, or through written comments or marks on submitted pieces of work. To minimise the impact on their workload, teachers will sometimes conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

7. Monitoring and review

Teachers' marking and feedback will be reviewed by SLT and subject leaders as part of their annual monitoring schedule to ensure that practices are consistent and effective.

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is October 2023

APPENDIX A

Feedback Key

T	Target or next step
sp	Spelling error, with the correct spelling written, at the teacher's discretion. Up to --- words to learn written in the margin by the teacher/pupil.
ch	Check work
g	Grammar error
✓ or 😊 or ★	Learning objective met
✓ ✓	Very good
//	New paragraph or new line needed here
^	An omission, such as a missing word
I	Independent work
S	Supported work
✓	Correct
.	Incorrect, try again

* Children should edit and correct in blue pen.