
Learning Feedback Policy

Date of policy:	September 2016
Date last review adopted by governing body:	12th October 2021
Frequency of review:	As needed

1. Rationale/Reason for marking

Marking should provide relevant and constructive feedback to every pupil. It should focus on success and next steps against learning objectives and the needs of individual children: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. It includes verbal feedback and children's responses and wherever possible should be done within the lesson concerned.

2. Aims

Marking and feedback should:

- Be for the children's benefit
- Be manageable for teachers.
- Relate to learning objectives, which have been shared with all pupils.
- Give pupils opportunities to become aware of and reflect on their learning.
- Give recognition and praise for achievements.
- Give clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to marking.
- Respond to individual learning needs. A variety of marking styles will be used; sometimes the marking will be done in the presence of the pupil and other times in the absence of the pupil.
- Inform future planning.
- Be accessible to all pupils.
- Be used consistently throughout the school.
- Be seen by the pupils as positive in improving their learning.
- Be consistent across the school – for example in the symbols used.

Children's work is marked using the following agreed procedure:

- Where a child has been successful in meeting a learning objective their work will be marked in pink
- Areas for improvement may be underlined in green. Further comments may be made at the bottom of the work.

These comments should be linked to the learning objective but may also be used to address particular issues with a child's work, e.g., punctuation. They also can include:

- A reminder prompt (e.g. what else could you say here about the man's face?)

- A scaffold prompt (e.g. Describe the expression on the man's face.)
- A challenge – Try this!

When marking pupils' work, teachers need to consider whether

- Comments are to inform future work.
- Comments are to correct or improve an existing piece of work.

The learning objective will be the main focus of the marking. Therefore spelling, punctuation, grammar, etc. need not be corrected every time as pupils cannot effectively focus on too many things at once, and marking needs to be appropriate to the child's age and ability.

3. Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out. Each Subject Leader has the responsibility to check that the policy is being carried out in their particular subject area where relevant. Regular work scrutiny, both at senior management level and within staff meetings will monitor how the policy is working towards achieving our aims.

4. Other adults

Support staff will mark work with groups of pupils with whom they have been working. When this is the case, they will follow the guidelines above. Support staff may also undertake some maintenance marking. However, the Class Teacher is ultimately responsible for assessing the children's learning against the objective.

5. Equality of opportunity

All pupils are entitled to have their work marked in accordance with this policy.

6. Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), much of the work is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where carefully planned questioning include next steps to move the children on in their learning "In the Moment".

Within the EYFS, there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work including in books where appropriate
- Constructive comments during and after practical activities
- Observation records
- Professional discussions between EYFS staff
- Evidence on Tapestry, including photographs
- Focus children sheet

In EYFS we use the code: CL - child led. AL - adult led. UA - unaided. w/s with support

7. Equality Statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.