Feedback and Marking Statement

Principles

- Feedback is a vital part of teaching and learning because it lets the child understand what they have achieved, and what their next steps are.
- Feedback must be given in a timely manner: ideally as soon after the work has been completed as is practicable.
- Feedback must be given in a way that is appropriate to the child's age, stage of development and educational need. This means that feedback and marking may look different for different children.
- Feedback can take many forms. Written marking may not be the most effective method for some pieces of work or for every child.
- Feedback lets the child know that their work is valued. Every child should receive feedback on each piece of work they complete in school.

Forms of feedback

What follows is a 'menu' of different forms of feedback that adults may use. It is expected that a child will experience a balanced range of different forms of feedback, depending on the subject, activity, and their age or level of need.

- **Written marking** – adults use ticks and underlines or dots (rather than crosses) to show correct of incorrect responses.
- **Verbal feedback** – this can be given individually, in groups or to the whole class. The appropriate symbol should be used to show this (see below).
- **Peer verbal feedback** – using appropriate success criteria, the children can give verbal feedback on each other's work. For example, using '2-stars and a wish' in a PE lesson.
- **Self-marking** – children can use purple pens to mark their own work.
- **Peer-marking** – working with a partner, children can mark each other's work.
- **Gallery marking** – this is where the children move around the classroom giving feedback on multiple children's work. This technique can work with sticky notes or scrap paper for the children to give their feedback on.
- **Live marking** – children's work can be checked and marked during the lesson as the adult works with them.
- **Zonal marking** – instead of marking an entire piece of work, a page or section can be marked if that will give the child appropriate feedback.
- **Highlighters** – highlighters of different colours (see below) can be used to show successful elements or answers, and to show where the child needs to think again. The children should be taught to reflect on why the adult has highlighted in those particular places and respond accordingly.
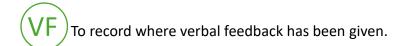
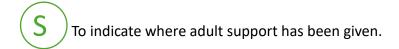# Feedback and Marking Statement

Feedback and Marking Code

Blue Highlighter should be used for correct work, work that has met the success criteria, and positive comments – 'Blue: good for you'. Staff will highlight the learning objective in blue if the child has met it or hash it if they have partially met it.

Pink Highlighter should be used for incorrect work, work that needs looking at again, or a developmental comment – 'Time to Think'. Staff will mark pink next to the learning objective if the child has not understood something or has a misconception. The child will then use purple pen (with an adult if needed) to correct that misconception or address the area of misunderstanding.

Purple Pens should be used by children when proof reading, editing, self-marking, peer-marking, or when responding to feedback. Also, any work when addressing misconceptions/mistakes that is completed with an adult.

(VF) To record where verbal feedback has been given.

(TA) To show that a teaching assistant has given the feedback/has worked with the child instead of the class teacher.

(S) To indicate where adult support has been given.

If none of these are present, work will be independent.

Hot and Cold Writing in English

In English, cold and hot tasks are used (elicitation and end of unit writing). These will be marked in the learning objective as such or by using a coloured pencil in the top left hand corner of the page.