

The Ryde School

Marking and Feedback

Policy



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Marking and Feedback Policy

Introduction

Marking and feedback forms an essential part of a child's learning. Marking and feedback are a dialogue between teacher and child, specifically for the child's benefit and is provided to identify the next steps in their learning. Rubrics offer the opportunity for children to take ownership of their learning and work collaboratively with both teachers and peers in developing their learning.

Aims of feedback in our school

Feedback on children's work is given in order to:

- Show that we value children's work and encourage them to do the same.
- Boost children's self-esteem and aspirations through use of specific praise and encouragement.
- Give them a clear general picture of how far they have come in their learning and how to develop further.
- Offer them specific information on the extent to which they have met the learning objective.
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding and identify any misconceptions.
- Provide a basis for formative assessment.
- Provide ongoing assessment that will help to inform future lesson planning.

The Context of Feedback at our School

Feedback on children's work in our school takes a variety of forms and will include:-

- Oral feedback from the teacher or teaching assistant to the child.
- General feedback from the teacher to the whole class during a lesson.

- Peer oral feedback, particularly in the form of discussion.
- Work formally marked by the teacher in the absence of the child.
- Work informally marked by the teacher or teaching assistant, where appropriate, during the lesson and in the presence of the child.
- Work self-checked or self-marked by the child themselves.
- Peer reviewing or marking.
- Paired or small group feedback.
- The teacher reading and reviewing the child's work, identifying an area for improvement or consolidation and setting a small task to address this.
- The teacher reading and reviewing the child's work and initialling or ticking it with no other comment (no stickers or stamps).

The style of feedback provided for different activities and different curriculum areas will vary according to the judgement of teachers and will be based on the benefit it will have on the learning of the child.

Oral feedback is frequently the most important, most immediate and most useful feedback for children to receive and act upon. This is particularly true in the Early Years Foundation Stage and Key Stage One where written feedback may be hard for children to read and understand and therefore not always appropriate.

The language or style of feedback is at a level judged by the teacher to be appropriate to the individual needs of the children in their class.

Principles of Feedback at our School

We aim for the feedback process to be a positive one which recognises the efforts made by the child. The ultimate goal of all feedback is to engage children with their own learning by helping to develop and extend their ability to self-assess and self-correct their own work.

The extent of the Teacher's response to a piece of work is determined, not by the number of errors found in it, but by the Teacher's professional judgement, with consideration being given to what a particular child is capable of, what the next learning stages involve, and what should have priority.

The learning objectives and success criteria of lessons are shared with the children so they have a clear idea of what will be looked for in their work. Children may also have additional personal targets to work on.

Feedback is focused on the learning objectives of the lesson, the expectations for the particular task and the child's own personal targets. It may involve the acknowledgement of one or more areas of success where the child has met the learning objectives or expectations. One or two areas may be indicated where changes need to be made in order to meet the learning objectives or expectations.

Errors made by a number of children in the group may frequently not be fed back individually but will be incorporated into the planning of future lessons.

Feedback and Inclusion

Expectations for some children may be different than for the rest of the class, with learning intentions and tasks being modified. This will allow for very small, but achievable, steps to be made in an individual's learning.

Oral feedback will be frequent and positive, with corrective feedback often taking place during the activity itself. Written feedback is likely to be simple, making successes clear and improvement tasks brief.

Children with specific learning difficulties may need different styles of feedback.

Conclusion

By following this policy we seek to develop children's ability:-

- To assess their own work.
- To recognise their own strengths and areas in which to make improvements in.
- To take steps themselves to identify and correct their own errors.
- To understand what they have learned and what they need to learn next.

In this way, we endeavour to help children grow into resilient, self-regulating, self-confident lifelong learners.