

# Marking and Feedback

## What is it?

Feedback is information given to the learner about the learner's performance relative to the learning goals, which can then redirect the teacher's and learner's actions to achieve the goal. It is the crucial second step after initial instruction. It can be verbal, written or given through low-stake quizzes and tests. Effective feedback makes learning more efficient by changing what teachers and learners do next. Feedback must feed forward. It must identify what the learner needs to do to improve. (Major and Higgins 2019)

### Learning Benefits

- Providing specific, timely and focused feedback can boost the learning of pupils by an extra 8 months during an academic year
- Boosts pupils confidence and their belief that they can succeed
- Builds a climate of trust through which greater challenge can be provided

### Teaching tips

- Tell learners when they are right and why more than you tell them when they are wrong
- Provide feedback for all challenging tasks
- Constantly Model self and peer assessment

### Keys to the safe

- Feedback can make things worse
- Too much feedback can over-aid pupils
- Praise needs to be directed to increasing pupils efforts 'this is excellent because...'

### The 3 Questions Answered - (Hattie and Timperley, 2007)

- I. Where am I going? - What are the learning goals?
- II. How am I going? - What progress is being made towards the learning goal
- III. Where to next? - What needs to be done to make progress

### Judge The Nudge

- Find a balance of challenging but sparing feedback
- Tackle a complete lack of understanding with further instruction
- Don't give answers - pupils must be made aware of errors

### The Golden Rules

- I. Keep it simple - What do they need to do next
- II. Keep it direct - Be clear about what will make the biggest improvement
- III. Keep them interested - Pupils must be motivated to use the feedback otherwise there's no point to it

### Remember

Marking and feedback is for the learner. It must be beneficial to their learning

## **Whole Class Feedback**

This happens at the beginning of most sessions. A short period where the errors, misconceptions and successes are displayed, discussed and analysed by the class and teacher. This form of feedback is instant and allows the class to make changes immediately.

The teacher will have looked at every pupil's work the previous day and completed a WCF sheet (see appendix 1)

This sheet is used to support the feedback given and can be displayed for children to see. Every child will receive a completed WCF sheet at the end of a completed unit. This will go into books for evidence and to support pupils moving forward.

We use whole class feedback in English, Science and all Foundation Subjects.

## **Written Marking**

This is used at a teacher's discretion. Some pieces may require written feedback or comments from the class teacher. Some work may also be peer marked or self marked by the pupils. This marking will always take place in a different colour. The teacher will always mark in green. Written marking will only take place if it benefits the pupils and changes what will happen next.

# Appendix 1

Week Commencing:

Comments for moving forward:

Incomplete/Catch up:

Points for support:



Spellings:

Whole Class Feedback  
Year Group:

Thoughts whilst looking at your books:

Presentation reminders:

Success stories: