

**FOREST OAK SCHOOL**  
**FEEDBACK AND MARKING POLICY**



**Updated:** **H Ellis 2023**

**Approved by Governors:**

## RATIONALE

*‘Effective feedback is not praise or criticism. It is carefully chosen language and actions that propel the learner forward’ – Regie Routman, 2012*

*‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’ - Tom Sherington and Oliver Caviglioli*

*‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’ -  
Report of the Independent Teacher Workload Review Group*

All forms of marking and feedback are crucial to the success of children: closing the gap between what they know and what they do not know or filling the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and classroom staff. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils’ prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

This policy reflects Forest Oak School’s values and philosophy in relation to giving children feedback about their work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school practice is consistent and in line with the overall policy on Assessment. It has been informed by current best practise research including the Education Endowment Foundation recommendations.

## PRINCIPLES

Forest Oak School is a school for children with Moderate Learning Disabilities where every child has their own level of understanding, as well as their own methods of communication. At Forest Oak we believe that the process of marking and offering incisive feedback should be provided in the moment,

it is a dialogue that takes place between classroom staff and child, ideally while the learning is still being completed.

At Forest Oak, teachers lay the foundations for effective feedback by following our Teaching and Learning Policy. This involves providing high quality instruction; which in turn reduces the work that feedback needs to do. Part of this instruction includes the use of formative assessment strategies, which are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

The Teachers' Standards state that teachers should "give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback".

All feedback must **manageable, meaningful and motivating**. This means:

- Feedback should be accessible for the child: there is no point in giving written feedback beyond the reading level of the child.
- All feedback must be useful for the child: focussing on moving their learning forward, targeting the specific learning gaps that they exhibit.
- Feedback may focus on the task, the subject and/ or self-regulation strategies.
- Feedback should not have a negative impact on the workload of school staff.
- It is down to the judgement of the teacher whether more immediate or delayed feedback is required, taking into consideration the characteristics of the task, the pupil and the collective understanding of the class.

Teachers will give careful thought to how pupils receive feedback, keeping in mind that many factors can impact the effectiveness of any feedback received including pupil motivation, self-confidence, pupil trust in staff and the pupil's capacity to receive information. Therefore, we will implement strategies to encourage learners to welcome feedback and monitor whether they are using it.

That is not to say there is no value in a member of staff making a written note of the context of learning or a record of feedback given in another format: these types of marking can be useful for assessment purposes but are not part of feedback.

## HOW SHOULD WE GIVE FEEDBACK?

At Forest Oak we recognise that every child is different and as a result there is no single method of feedback which is useful for all. As the person with the best knowledge and experience of the academic levels of the child, it is the teacher who is the person most equipped to decide the method of feedback most suitable in each situation.

We recognise three different types of feedback. These are:

- ❖ Feedback – comparison of the child's current status with a previous status
- ❖ Feed up – comparison of the child's current status with the target status (i.e., learning objective or assessment criteria)
- ❖ Feed forward – explanation of the target status based on the child's current status (e.g. in order to be able to ... you should do ...)

Each of these can take place in a written, verbal or non-verbal format.

	Examples	Non-negotiables	Feedback	Feed up	Feed forward
Written	Written comments Marks Scores	Timed appropriately Focus on the task or subject. Reflect the ability of the child: for some children a symbol or sticker may be more useful than any writing at all. Referred to by the teacher verbally in the current or following lesson so that pupil will use it. Written in green pen using clear, legible handwriting.	Positive written comment about what the learner has done well in the task or lesson.	A tick at the end of the work where the learning objective has been achieved.	Where appropriate a next step will be identified.
Verbal	One-to-one conversations Ad-hoc comments Feedback to a group May include the use of a script if this is useful	Timed appropriately Focus on the task, subject and/or self-regulation Reflect the ability of the child, recognising that some children may need communication aids such as signing.  Verbal feedback may be referred to in a following lesson or occasion: for example, reminding a learner about an occasion when feed forward was given and encouraging them to follow this advice. There is no requirement to evidence verbal feedback in writing.	Verbal comment stating what the pupil has done well in the lesson.	Reflecting on learning objective so that the pupil knows where they have achieved it.	Telling a pupil how they can improve or what they need to do next time to achieve further. Addressing misconceptions in the moment.
Non-verbal	Hand signals, thumbs up, facial expression and gesture	Timed appropriately, usually in the moment. Focus on any aspect of the child's learning which may benefit from feedback. Reflect the ability of the child.	For example, facial expression or a hand signal to express what the pupil is doing well or needs to improve.	For example, giving a child a thumbs up when they have achieved something.	

## HOW OFTEN DO WE GIVE FEEDBACK?

At Forest Oak we recognise that quality feedback is much more useful than the quantity of feedback. “In the Moment” feedback is a vital part of our curriculum to enable all children to receive effective, instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teaching and learning support assistants effectively intervene in the moment and give feedback in the moment with the aims or remodelling misconceptions, consolidating learning or moving learning forward. This should be quick and remain positive encouraging a growth mindset, resilience, striving for accuracy and children’s learning efforts.

Written marking in the moment should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

## RESPONSIBILITIES

Class teachers are primarily responsible for setting work and providing feedback. Due to the needs of the children at our school and the support they receive, it may at times be more appropriate, for Learning Support Assistants to provide feedback, under the teacher’s direction.

## MONITORING

Subject Leaders and the Leadership Team will monitor the implementation of this policy.

The Assistant Head Teacher with responsibility for Assessment will ensure that this policy is implemented and reviewed on a regular basis.