



# Foxborough Primary School: Feedback and Marking Interim Policy

## General principles

As a school, we believe in THINKING. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child's understanding or ability to do something

## Types of feedback

If we follow this logic therefore, sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage you to use your professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

As a school, we expect teachers and children to have a good understanding of what they can do well and what they need to develop.

## Support for staff

SLT will work to ensure our feedback to staff reflects this and, if there are queries, will have professional dialogues with you to understand why you have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff, Phase Leader or member of SLT, any of whom will be more than happy to offer you advice and support.

## Common school practice

- Solo colours used to assess each piece of work (LO)
- Address incorrect use of Capital letters for dates
- Address SPAG errors (not too many)

Adopted from DFE Guidance

### **'Feedback and marking: reducing teacher workload**

Materials to help school leaders and teachers review tasks associated with feedback and marking, to help reduce workload.' 2018



Department  
for Education