

**The purpose of feedback:** To help pupils reflect upon and improve their performance. To help teachers understand how pupils have done in a lesson or task, in order to inform what or how they teach next. To resolve misconceptions and move learning forward.

**Feedback and marking should always be purposeful and should not be onerous.** Teachers should only ever record what is useful for the pupil or for themselves – marking should not be seen as a ‘job on the list’ but an important part of the learning process. Pupils should always, where at all possible, be part of this process to ensure that they understand the feedback that is given and how to act on it.

**What Ofsted say about marking and feedback:**

*Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.*

**The Parkside approach:**

In line with findings from the Assessment Commission, feedback at Parkside will be delivered in three ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type of feedback	Possible mechanisms
Immediate feedback	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>
Summary feedback	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Can be delivered to whole groups or classes</li> <li>• Evaluates understanding of learning in the lesson</li> <li>• Should include element of self-assessment</li> <li>• May highlight pupils who require further support or a deeper look at their understanding/misconceptions</li> </ul>
Review feedback	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities to assess understanding more deeply</li> </ul>


	<ul style="list-style-type: none"> <li>• Leads to adaptation of future planning</li> <li>• May lead to next steps being set for pupils</li> </ul>
--	---


As part of ongoing planning, and in line with the school’s internal assessment approach, teachers will identify what they want pupils to know and be able to do as a result of any teaching or activity. This information will be used to inform whether pupils need further support to grasp or retain a concept or whether they are ready to move on. Every lesson will contain a brief opportunity for an assessment of this, either through a simple practical task (e.g. can you count these beanbags in twos?), through questioning (e.g. how do you know that it is *ai* not *ay*?) or through a short task (e.g. a reasoning problem or some questions for pupils to complete to demonstrate their understanding). Teachers should ensure that these opportunities are given sufficient time and importance within the lesson and this should be a routine part of practice in every aspect of school life.

In addition to this, teachers will support pupils in making simple improvements and corrections to their work through written marking. Some of this may happen collaboratively, while some may happen when teachers mark pupils’ books in more detail. This could include:

- Spelling
- Grammar
- Punctuation
- Accuracy of calculations/mathematical processes
- Rephrasing
- Elements of transcription (e.g. orientation on the page, handwriting etc)
- Other aspects of the work that teachers wish to comment on

The simple code below should ensure that this process is not onerous for teachers but adds value to pupils. It is designed to offer sufficient guidance to pupils to identify and correct the error but be open enough to promote discussion about this, in order to fully understand the misconception or reason for error.

Symbol	Meaning
Circle around a letter e.g.  peoPle	Should be capitalised/decapitalised
^	Missing word or element of punctuation
//	New paragraph or line
Wiggly line under a word	Spelling error  (Teachers should identify errors only where the spelling rule has been taught and therefore pupils should have the necessary understanding to correct the error.)

	Teachers should identify no more than 5 spelling errors in a piece of work and pupils should be well supported to correct these errors.)
	Next steps (with guidance recorded as below)

Where appropriate (usually within extended tasks), and at least once a week in each core subject area, teachers will record next steps for pupils and sufficient guidance on how to achieve these in their books. All pupils will be given sufficient time and support to read, understand and respond to these comments, making meaningful improvements to their work and understanding.




The EEF research shows that feedback can be a very effective strategy for improving outcomes for pupils, when done well. Teachers will use their professional judgement to personalise and adapt the strategy so that it is meaningful and purposeful for every pupil in their class, while maintaining consistency with the school approach.

Teachers may wish to use or adapt the following format for daily lessons but this is suggested rather than required.

**Date:**

**Objective:**

**At the end of this lesson, I should:**

	How confident I feel:	What my teacher thinks:	What the colours mean:		
			Colour	Pupil	Teacher
<b>Know:</b>				I understand this completely	You've got it!
<b>Be able to do:</b>				I think I understand this	A little more practice needed
				I need some more help	I'm going to help you with this