



Feedback Policy

July 2024

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Feedback Policy

In line with 'Eliminating unnecessary workload around marking, 2016', NET ensures that all marking is underpinned by three key principles: it should be **meaningful, manageable and motivating**.

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

Element of marking	Research to support key changes to current marking policy
Self and peer assessment	<p>Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.</p> <p>Peer and self-marking within a lesson enables pupils to receive immediate feedback on how they have done.</p> <p>If pupils are able to spot and iron out minor slips and errors in advance of the teachers seeing their work, teacher feedback could be more tightly focused on how to improve their work (in writing) or addressing genuine misconceptions (in maths).</p> <p><i>'Eliminating unnecessary workload around marking, 2016'</i></p>
Live marking and feedback	<p>Aids assessment for learning.</p> <p>Helps teachers with time management.</p> <p>Everyone is clear about exactly what the feedback means and what they have to do next. In contrast, distance marking can result in children not understanding what the teacher means.</p> <p><i>Mark less, mark better (2019)</i></p> <p>'Live marking'—where marking is given during rather than after the lesson—can be enacted in a variety of ways so that it proves an efficient approach.</p> <p><i>Teacher feedback to improve pupil learning, EEF, 2021</i></p> <p>There is little research evidence to suggest that post-task distance marking is successful, despite it being the dominant marking practice in the UK (<i>Elliot et al, 2016</i>). It does not engage pupils in the feedback process, does not allow for misconceptions to be addressed and can lead to problems of miscommunication (<i>Carless, 2006</i>).</p>
Conferencing Verbal next steps	<p>Teachers felt that feedback they could sit down and discuss with pupils was much more powerful than that given through distance marking. Pupils understood their goals or objectives, understood how to make progress towards them and were more motivated to do so. Most teachers identified small-group or one to one conferencing as having the single biggest impact on pupil progress. It enabled pupils to fully understand what to do next, whether that involved revisiting previous learning to ensure solid foundations, giving pupils opportunities to consolidate their understanding through increased practice, or moving them on to a new challenge.</p> <p><i>Mark less, mark better (2019)</i></p>
Circling mistakes for children to self-correct	<p>Most studies make a distinction between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which occurs when answering a question about something that a student has not mastered or has misunderstood. If a student is judged to have made a mistake, a number of studies from higher education and EFL recommend that it should be marked as incorrect, but that the correct answer should not be provided. One study of undergraduates even found that providing the correct answer to mistakes was no more effective than not marking the work at all. It is suggested that providing the correct answer meant that pupils were not required to think about mistakes they had made, or recall their existing knowledge, and as a result were no less likely to repeat them in the future. <i>A marked improvement, EEF, 2016</i></p>
Comments	<p>While simple 'acknowledgement marking', or the provision of a short comment such as 'good effort' may have been commonplace in the past, it is likely that these forms of marking could be reduced without any negative effect on student progress. A simple mantra might be that teachers should consider marking less, but marking better. Clearly moving to a form of selective marking could substantially reduce marking workloads. <i>A marked improvement, EEF, 2016</i></p> <p>Comments should focus on moving learning forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback. <i>Teacher feedback to improve pupil learning, EEF, 2021</i></p>

Marking after the lesson Red pen		
Maths	<ul style="list-style-type: none"> • Tick each correct answer and dot any mistakes/errors (misconceptions). • Circle mistakes to indicate you want children to self-correct (teacher discretion for quantity given to correct). 	<p><i>Be mindful of the difference between a mistake and an error (misconception). A 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error' (misconception), which occurs when answering a question about something that a student has not mastered or has misunderstood.</i></p>
English	<ul style="list-style-type: none"> • Underline (with a ruler) and tick specific success criteria within a piece of writing. Where the challenge/ particularly impressive content has been used, two ticks may be given. • Address/ correct main spellings that children should know in line with year group expectations. In EYFS & KS1, if phonetically plausible, do not address unless the word is consistently misspelt. • Circle mistakes for children to self-correct independently (e.g. spellings and grammar. Teacher discretion for quantity given to correct). 	<p>When an error (misconception) has been made, an additional prompt will need to be provided (verbally or written) to support the child in their corrections. If not, it's likely the child will make the same mistake again. (See conferencing).</p>
Non-Core and Science	<ul style="list-style-type: none"> • Ensure content has been checked and acknowledged with a tick. Incorrect answers/ misconceptions must be addressed. • Address main spellings that children should know in line with year group expectations. In KS1, if phonetically plausible, do not address unless the word is consistently misspelt. • Also address subject specific (tier 3) spellings, linked to the topic being studied. These should be corrected if misspelt. 	

Providing comments Red pen	
Maths English Non-core and Science	<ul style="list-style-type: none"> General written comments are not necessary. All written comments should require children to act upon them (see next step/ conferencing section).
Comments to be avoided when marking <ul style="list-style-type: none"> Generic comments (Well done, Great work, Good addition, Super writing) Writing VF to indicate verbal feedback has been given. Repetition of the learning objective ('You can multiply a two-digit number'; 'You can use speech marks'). Making reference to poor behaviour for learning (Try harder next time, More work needed, Underline date and LO - These issues should be addressed verbally). Comments which do not relate to the subject e.g. Very neat writing (in maths books) Stamps and stickers. 	
Recording objectives achieved for moderation (Years 2 and 6 only) Red pen	
Maths	<ul style="list-style-type: none"> Not recorded in books (Year 2 will refer to TA Framework and exemplification materials to ensure they have the required evidence for SATs moderation).
English	<ul style="list-style-type: none"> For longer pieces of writing, in the margin, comment on the writing targets met, in line with the moderation criteria. E.g. when underlining and ticking a relative clause within a piece of writing, in the margin write 'relative clause' or 'RC' so you can clearly see this has been used. This is for the teacher – it will help to find evidence during moderation. As it has limited impact on the children's learning, it does not need to be completed for other year groups.
Non-Core and Science	N/A

Live feedback and marking Red pen	
Maths	<ul style="list-style-type: none">Incorporate ‘live feedback and marking’ into lessons: whilst providing feedback to children during a lesson, teachers can mark the child’s book (with the child there).
English	
Non-Core and Science	
Conferencing & verbal next steps/ written next steps - Given in red pen - Children respond in green pen	
Maths	<ul style="list-style-type: none">No stipulated frequency, provide when appropriate/ needed (you should provide a form of feedback that moves learning on when opportunities arise. This feedback should focus on the task, subject or use of self-regulation).Conferencing (verbal next steps) - this is more in depth than live feedback and marking – it is a result of assessing pupils’ work and planning what they need to do next. Teachers identify individual or small groups of pupils and sit with them to address errors (misconceptions) or move learning on for children who have understood something well. Children respond to this verbal feedback in green pen, highlighting that teacher feedback has taken place. (EYFS – children can respond to feedback using a pencil).Written next steps can be provided if children can complete these independently. (For maths, these should develop a child’s understanding of a mathematical concept; not just practising number formation).
English	
Non-Core and Science	

Self and peer assessment Green pen	
Maths	<ul style="list-style-type: none"> • Peer assessment is only verbal. Do not let children write in each other's books. • (KS2) Children may self- mark after computational tasks using a calculator i.e. where there is only one possible answer. • (KS1) Children can work towards self-marking work for the summer term of Year 2. • Children self-mark daily calculations and mental maths tests across KS1 and KS2 (but not levelled fluency sheets). • If a child has self-marked work, ensure this is checked by the teacher and acknowledged with a red tick. Children may make mistakes when self-marking and it is important that this is picked up.
English	<ul style="list-style-type: none"> • Peer assessment is only verbal. Do not let children write in each other's books • (KS2) Children may self- mark after closed grammatical/spellings tasks i.e. where there is only one possible answer. • (KS1) Children can work towards self-marking work for the summer term of Year 2. • If a child has self-marked work, ensure this is checked by the teacher and acknowledged with a red tick. Children may make mistakes when self-marking and it is important that this is picked up. • When editing their own writing, children should use a green pen to show the editing process.
Non-Core and Science	Where it aids learning, self or peer assessment can be used within the lesson. Peer assessment in foundation subjects is only verbal. Self-assessment does not replace conferencing or next steps.
Indicating levels of support Red pen	
Maths	<ul style="list-style-type: none"> • For children who are supported, just write 'S'. (Only write what the support was if you need a reminder). • Only write 'I' to indicate 'independent work' if the child has been supported for part of the work then and worked independently after, or if a child doesn't usually work independently.
English	
Non-Core and Science	<ul style="list-style-type: none"> • 'S' and 'I' to be included only where necessary. Some outcomes will not lend themselves to indicate this.