



Feedback Policy

Aims:

- Feedback (written or verbal) aims to redirect or refocus the learner to enable them to make improvements in their learning
- All children will receive responses to their work that will enable children to deepen their understanding
- The type of feedback will vary according to the task set, the needs of the child and the learning sequence
- All feedback should be specific, accurate and clear
- The school bases its feedback practice on current educational research (Education Endowment Foundation) and is mindful of the workload of teachers

Types of Marking

- **Marking to acknowledge a child's effort**
 - Whilst positive and affirming, there is little evidence to say that this has any impact on future learning. This may be best used for homework and creative subjects
- **Marking careless errors**
 - Spelling, grammar errors and miscalculations in maths need to be pointed out to children in order that they can self-correct and learn from their mistakes
- **Marking for impact**
 - Marking using a highlighter to show areas of success and areas for improvement is clear for children to understand
 - Marking that includes targets for improvement redirects children in their learning
 - Marking that promotes a dialogue between the teacher and the learner deepens understanding

Moseley promotes the use of impact marking

- Teachers will use peer and self-assessment in lessons to enable children to have instant feedback on their work
- Highlighters will be used for clarity so that children are rapidly able to identify successes and areas to improve
- Verbal feedback will promote discussion about the piece of work and will lead to improvement and deeper understanding
- When targets are given to a child they will be clear and accurate to deepen understanding
- In maths, the use of Maths Meetings will enable children to refocus on the task and deepen their understanding through discussion