

Marking and Feedback Policy



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Aims of this policy

- Ensure parents, staff and children understand how Marking and Feedback is used to impact learning at Bowlish.
 - Ensure staff have a consistent approach to Marking and Feedback, which supports children's metacognition development and progress in learning as they move through the school.
 - Encourage children to be owners of their learning.
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Glossary of Terms

Marking - is the process of a teacher making marks on work to correct and give feedback.

Feedback – information, challenge and questions posed to a child regarding their work to help them understand how well they have achieved and/or how to move forward to the next stage of their learning.

Review – look at work to have knowledge of what has been produced and a child's attainment/progress.

AFL (Assessment for Learning) – A teacher uses what they know about a child's learning to plan future teaching.

AOL (Assessment of Learning) – A teacher uses a point in time to judge a child's attainment.

Metacognition - often described as "thinking about thinking," is the awareness and understanding of one's own thought processes, enabling learners to plan, monitor, and evaluate their learning effectively.

Growth Mindset – A growth mindset is the belief that ability can be developed through dedication, effort and learning. It's a perspective that embraces challenges, learns from feedback and persists in the face of setbacks.

Introduction & Rationale

The balance between Workload and impact

We believe that teacher time is precious and how they allocate their time in the day directly impacts learning; therefore, 'marking' children's work will only be carried out if it will directly impact learning. Teacher time is not to be spent marking for the benefit of parents or other professionals. Our philosophy of teacher time is based on 'Opportunity cost', which is the value of what teachers could be doing instead and the value of that. At Bowlish we focus on Feedback over Marking.

Teachers have multiple ways of understanding how well a child has achieved both in the short time of a lesson and longer term. Some of these strategies include:

- Questioning and discussion
- Testing
- Reviewing work
- Observing

Teachers will always 'review' work; this does not mean they need to leave unnecessary evidence that they have done so. Teachers are trusted with their professional judgement, integrity, and ability to gather necessary information from children's outcomes to maximise each child's progress. This process focusses on providing information to the teacher to plan their next lesson and feedback to the child that moves learning forward, which can be effectively done in various ways. To respond to learner needs, teachers use regular, specific improvement points at the right time.

Considering the age of our learners, to be certain the feedback has had an impact on learning, learner confidence and learning skills, the timing and means of the feedback is important. Their ability to read feedback and to remember work that was completed previously is still developing.

The Education Endowment Foundation explain that *'Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.'*

Applications and approaches

Written feedback

+5



Written feedback typically involves both marks or grades and comments. It is typically given to pupils after they have completed the task and is usually intended for them to read on their own.

The impact of written feedback is typically a little lower than the overall impact. The average months progress is 5 months.

This impact includes all forms of written feedback. The evidence for specific approaches such as "triple marking" is much more limited. It is especially important that schools monitor the workload for teachers when using written feedback. Given, it is not clear when feedback provided can be most effective, feedback policies should not over specify the timing of feedback.

Oral feedback

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Oral feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and is usually given either during, or at the end of, a task or activity.

The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months. Whilst recognising the potential benefits of oral feedback, this finding should not supplant the necessity to consider the principles that underpin our teacher feedback to improve pupil learning guidance report.

While oral feedback has a slightly higher positive effect on average, most schools will want to use a range of methods for providing feedback and it is important to focus on quality within each medium.

Source: EEF

Links to the Education Endowment Foundation Research:

[Teacher Feedback To Improve Pupil Learning](#)
[Teaching Learning Toolkit - Feedback](#)

How we motivate: The place of praise and promoting a Growth Mindset

Language teachers use

We avoid low level phrases that are 'person praise' can suggest that success is due to fixed traits and can undermine learner resilience. Phrases such as, "You're so clever" or general phrases like "Good work".

Specific skill or knowledge praise give learners understanding of what they have achieved and are factual. These are mid-level comments such as “You’re a good drawer” or “You know all your number bonds”.

We strive to use high-level comments, which tell a child why we think they succeeded, how and promote a growth mindset. Phrases that as highlight children’s resourcefulness and use of strategies, such as, “You thought of using the sticks in a bundle rather than individually, that was creative”, “You independently chose to add an adjective to that sentence after you’d read it, which made your sentence much more interesting”, “You persevered with this task and didn’t give up, you should be very proud of your effort”.

With high-level comments we emphasise their perseverance and the fun around achieving in the end and focus on process praise.

Instead of This (Person-Praise)	Try This (Process-Praise)
Great job! You must be smart at this.	Great job! You must have worked really hard.
See, you <i>are</i> good at English. You got an A on your last test.	You really studied for your English test and your improvement shows it.
You got it! I told you that you were smart.	I like the way you tried all kinds of strategies on that math problem until you finally got it.
You are such a good student!	I love the way you stayed at your desk, you kept your concentration, and you kept on working. That’s great!

[Source: The Mindset Kit](#)

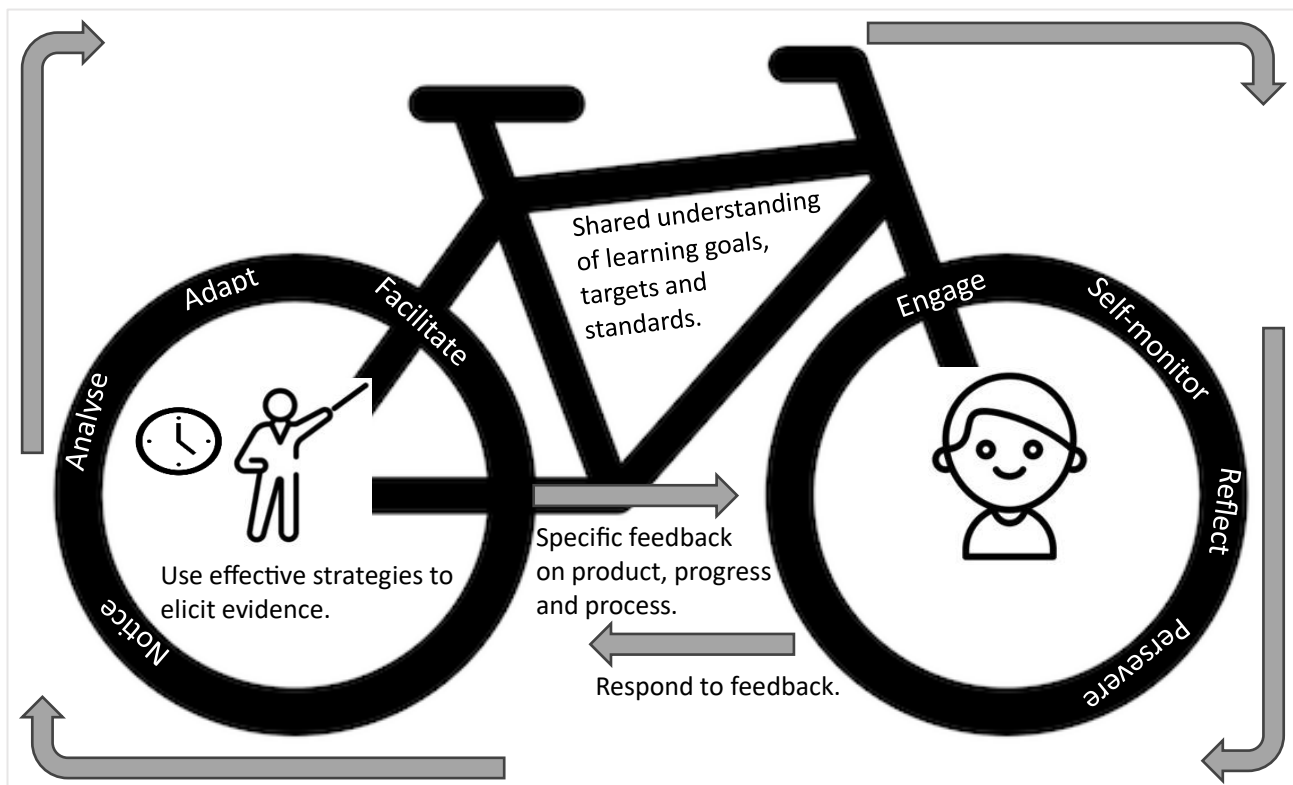


WHAT MIGHT THE CONTENT OF EFFECTIVE FEEDBACK LOOK LIKE IN THE CLASSROOM?

Effective feedback 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; further guidance on this is given in **Recommendation 3**. These messages may be delivered via written or verbal feedback (and the method of delivery is likely to be less important than the content).

	Feedback more likely to move learning forward			Less likely
	Task	Subject	Self-regulation strategies	Personal
	 <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>Feedback is focused on the learner’s own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner’s own ability to plan, monitor, and evaluate their learning.</p>	 <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: ‘You’re nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?’	In English, a pupil is struggling with letter formation. The teacher discusses this with them: ‘Let’s just look at how you are writing your ‘d’s. Can you see you have started at the top and gone down and done a loop? Remember we start writing a ‘d’ by doing a letter ‘c’ shape. Let’s try that again.’	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: ‘At the end of today I’m going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you’ll be able to finish? If you haven’t started on your eyes, make a start now.’	‘Great work—you’re brilliant at maths!’

The Bowlish Feedback 'Cycle'



Consistency

For consistency, presentation and to promote children's ability to organize work well, all written work must contain:

- Date
- Green pen for adult comments
- Purple pen for child comments

Consistency is monitored by SLT. Teachers will always review work, but they don't have to leave evidence on that work that they have done so. They are trusted with their professional integrity to elicit the information they and the child needs to feedback and feedforward. Teachers are expected to know where children are in their learning journey and what the specific next steps are. The process and outcomes should inform planning.

Marking and Feedback at Bowlish



We believe effective feedback needs to be timely.

Marking and Feedback Strategies we use

- Live Marking and Feedback
- Feedforward
- Whole class Marking and Feedback
- Peer-marking and Self-marking (Purple Power)
- Codes
- Traffic Light

'Live' marking and feedback

Live marking and feedback is usually verbal and is a technique where feedback is provided to the learner while they are still actively working on a task. It involves the adult providing verbal feedback and, sometimes, annotating work during the lesson to address misconceptions and guide improvement, often within the same lesson.

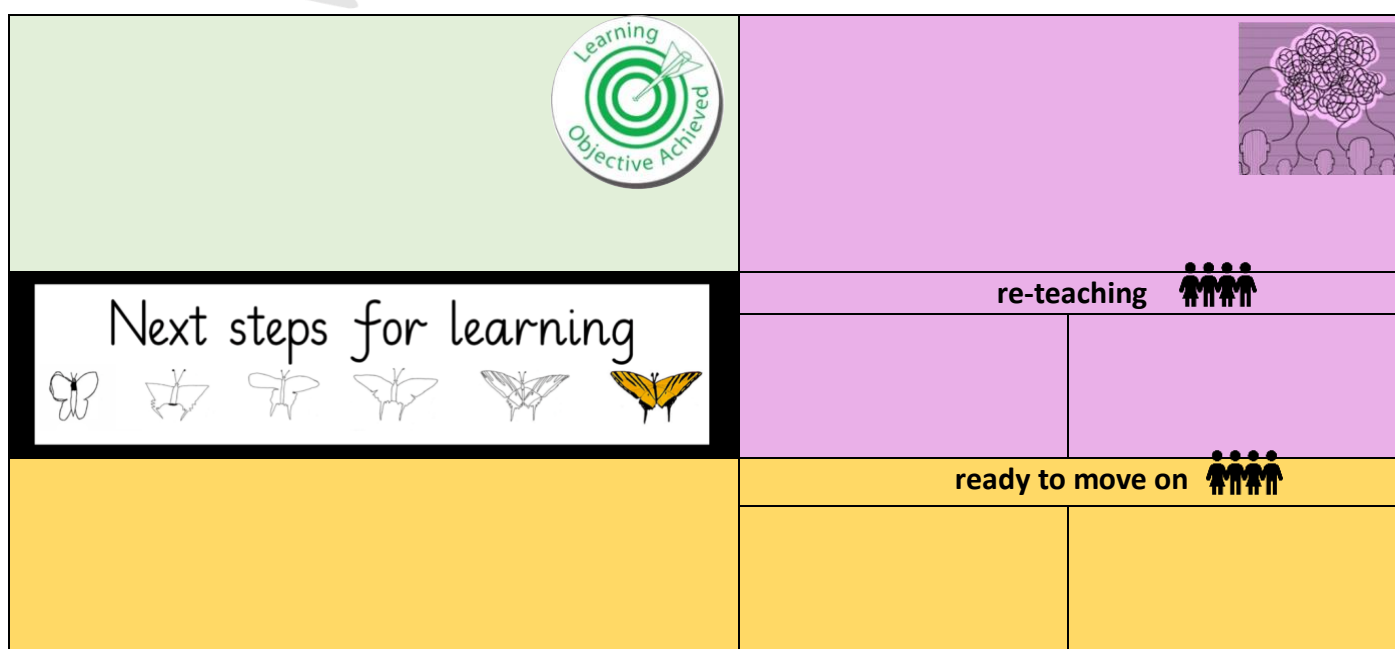
Whole Class Marking and Feedback

Whole class marking and feedback is a strategy where the teacher has looked at all students' work, identifies common themes and areas for improvement and provides feedback to the entire class rather than individual written comments on each students' work. This process promotes the whole class learning journey and a communicative rationale for what is about to be taught. The process is also used to promote a team approach to learning; 'we all get there together'.

Whole Class Marking

Bowlsh Whole Class Marking and Feedback Template

Whole Class Feedback
Planning for progress



Feedforward

To promote motivation and metacognition, children need to know their next steps in learning. Teachers regularly 'feedforward' and discuss/share with children what their next steps in learning are (targets/goals) to continue to move forward.

Purple Power – Peer and Self

We engage our learners by striving to activate them as resources for each other and as owners of their own learning. Giving them the power of the purple pen, children demonstrate:

- their understanding of the specific steps they needed to achieve that lesson.
- their deeper level of understanding of the learning task.
- if they can reflect.
- if they can give feedback to others which shows a deeper level of understanding.
- over-learning, as they go over the process and outcome again for themselves (repeating the process for purpose).

Codes

We don't use many codes on work but acknowledge that sometimes information needs to be shared. In addition to the 3 consistent items all work will have, teacher may use the following at their discretion to meet learner needs:

Information for the Teacher	Information for Teacher & child	Information for the child
<p>I = Independent S = Supported LS = A little bit of support GW = Group work 1:1 = one-to-one</p>	<p>WALT = Learning Objective</p>	<p>😊 = well done • = incorrect / = // = ★ = super ~~~~~ = check</p>

Traffic Light

To give quick, visual feedback to the teacher on how a child feels or how challenging they found a task, children are asked to colour a small circle on their work to show the below. This process also promotes self-reflection.

