# The Parkside School
# Feedback and Marking Policy

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| **Approved by:** | Mrs C Ellis – Gage<br>Head Teacher | **Date:** February 2026 |
| **Signed:** |  | |
| **Next review due:**<br>**by:** | February 2027<br>Mrs Fiona Webster-Lee<br>Assistant Headteacher | |

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At The Parkside School we believe feedback is central to effective learning and the aim of feedback must be to have a positive impact on the attitudes, motivation and self-esteem of pupils. Feedback should encourage pupils to consider the knowledge, skills and understanding they are learning in each lesson and enable teachers to plan the next steps for the pupil accurately to ensure progression and consolidation.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the Department for Education.

"Feedback studies tend to show very high effects on learning" (Education Endowment Fund, Teaching & Learning Toolkit. 2017j -

"Providing written feedback on pupils' work — has become disproportionately valued by schools and has become unnecessarily burdensome for teachers" (DFE, Reducing teacher workload: Marking Policy Review Group report, March 2016).

As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasizes that marking should be:

- Meaningful
- Manageable
- Motivating

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

## 1. Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process: we do not provide additional evidence for external verification;
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modeling by the teacher. They should only be used for those whose reading is at a level where they can decode, comprehend and act on the comments given.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

## 2. The Language of feedback:

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

If this language of feedback is not consistent then research shows that feedback can have a negative impact. At Parkside, the way feedback is communicated is very important, feedback must be communicated in a way that suits their communication needs; by using PECs, Signalong and TALC levels should all be considered.

## 3. Feedback and Marking in Practice

It is vital that teachers evaluate the work that our CYP undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

## 4. Immediate feedback:

At Parkside we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach. Due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books although it should be obvious to the pupil that work has been acknowledged by the teacher, this can be with a smiley face or an initial of the teacher/TA.

**5. Summary feedback** — at the end of a lesson/task

**6. Review feedback** — away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting thot feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Parkside, this can be seen in the following practices:

| | **What it looks like** | **Evidence** |
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| Immediate | • Includes teacher gathering feedback from teaching, including mini- whiteboards, book work, etc.<br>• Takes place in lessons with individuals or small groups<br>• Often given verbally or visually to pupils for immediate action in line with our total communication approach.<br>• May involve use of a teaching assistant to provide support or further challenge<br>• May redirect the focus of teaching or the task. | • Lesson observations/learning walks<br>• Earwig<br>• Some evidence of annotations. |
| Summary | • Takes place at the end of a lesson or activity<br>• Personalised 1-1 feedback<br>• Can involve groups or whole class Provides an opportunity for evaluation of learning in the lesson<br>• May take form of self- or peer-assessment against an agreed set of criteria in some classes<br>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | • Lesson observations/ learning walks<br>• Earwig<br>• Timetabled pre- and post teaching based on assessment<br>• Some evidence of self- and peer assessment |

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| Review | • Takes place away from the point of teaching<br>• May involve written comments/ annotations for pupils to read/ respond to for most able pupils only<br>• Provides teachers with opportunities to reflect away from the pupil.<br>• Assessment of understanding<br>• Leads to adaptation of future lessons<br>• through planning, grouping or adaptation of task | • Acknowledgement of work completed<br>• Written comments and appropriate responses/action<br>• Adaptations to teaching sequences tasks when compared to planning<br>• Use of annotations to indicate future groupings |

Teachers should evaluate and reflect on their lessons using the Looking For Learning questions:

- Is there any learning going on?
- Is the learning appropriate?
- Is the learning sufficient?
- Is the learning engaging?
- What are the adults doing to help learning in the classroom?
- What is the school doing to help/hinder learning in the classroom?

The only consistent written commentary needed in books or Earwig should reflect the learning intention, the level of independence the child has worked at and possibly, where appropriate, some observations about how they managed the work, this can then be used by teachers when planning the next sequence of lessons.
SLT will monitor the implementation of this policy and focus on the impact on both pupil learning and staff workload.

**7. Assessment**

Teachers assess pupils all of the time informally, however, these assessments need to be formalised for the core subjects twice year, at assessment dates set out on the school calendar and recorded on the assessment software used by Parkside. This information can then be analysed by Raising Achievement leader, Core Curriculum leads and SLT in order to ensure appropriate progress is being made and to further develop the curriculum based on the CYP needs.

Ongoing assessments of the EHCP outcomes are recorded and monitored, ready to be shared at the annual review for each pupil. Teachers are expected to

contribute to the information on the annual review form, making use of these ongoing assessment.

## 8. Pupil Progress

Every term class teachers complete a pupil progress form for their class. This form is used to identify CYP in progress and help plan next steps for these students. The literacy communication and numeracy leads hold meetings with Rasing Achievement Lead, Curriculum Lead and Class teachers were appropriate to support them in writing targets and next steps to removed barriers to learning and to facility future progress. The raising achievement lead oversees and co-ordinates the whole process and creates a report collating all the information gathered.