



Feedback and Marking at Melbury Primary School

At Melbury Feedback should be regular, but not onerous, practice. We promote a professional approach to feedback – teachers should select the best feedback method available to impact positively on pupil learning and future performance. All children receive regular and comprehensive feedback on their learning as an essential part of the assessment process.

Principles of feedback

The school has a standardised approach to feedback and marking **See Marking @ Melbury Posters**

The process of feedback and marking should be a positive one

Marking should always be in accordance of the learning objective and/or the child's personal learning target if appropriate

The child must be able to read and clearly understand the feedback and given time to do so. Where this is not the case other arrangements for communication must be made

Whenever possible the feedback and marking should involve the child directly, marking is mostly done as 'live marking', although this may not always be possible or appropriate (for independent writing, for example). **See the Learning and Teaching Guidance**

Feedback may also be given by support staff, peer review and self-assessment.

Types of feedback

As a school we will promote in class marking to support pupil progress and outcomes. We value the impact both in progression and confidence that live marking brings to our pupils.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> ▪ Takes place during a lesson with individuals, groups or the whole class. ▪ Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. ▪ Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. ▪ Praises effort and contributions. 	Lesson visits; learning walks.
	<ul style="list-style-type: none"> ▪ Involves reading/looking at the work of all pupils at the end of a lesson or unit. ▪ Identifies key strengths and misconceptions for the class or sub-groups. 	

Summary	<ul style="list-style-type: none"> ▪ Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. ▪ Allocates time for editing based on feedback given or rehearsal of knowledge. ▪ May involve some peer support or support from a teaching assistant. ▪ May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson visits; learning walks; book looks.
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Use of immediate feedback strategies. These should be common practice and their usage will be evident in pupils' books due to improved work, pupil voice and observation of teaching over time. Strategies may include:

Modelling and Exemplars – focus the 'how to get there' of the end product showing pupils the process. Pupils require frequent modelling to understand what is expected in the process and construction of their work.

Verbal Feedback – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback should be common practice in lessons.

Live Marking – this is quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work pupils are completing in lessons. **See the Marking @ Melbury Posters for guidance on our standardised approach.**

Peer and Self-Assessment – should be used regularly as appropriate and established within the classroom. Opportunities need to be regularly offered to enable pupils to look at and learn from the work of others.

Presentation

Presentation of books is important and the school has explicit rules that apply to all pieces of work and teachers must ensure that these rules are followed -

- Name, subject should be clearly marked on the front of exercise books and work folders.
- Children are not allowed to write or 'doodle' or deface the covers.
- All work must be dated and given a learning objective – this will be underlined in KS2.
- The date must be recorded on all pieces of work.
- Children must write their name on any work not already in a book.
- Children in Year 5 and 6 will write in black pen when appropriate.
- Adults will always use blue pen.

This document links to the following policies and guidance; Assessment Policy, Learning and Teaching Guidance, Learning Environment guidance.

Written: January 2024

Review: January 2026