

## 1. What?

Feedback tells learners clearly what they have done well and how they can improve. It can be given most effectively verbally, but in distance marking and through written notes can also provide an assessment record for teachers to inform their planning of next step learning. Feedback is thus an important and valued part of the teaching and learning cycle at Marlborough School.

## 2. Why?

The whole point of feedback and any necessary and appropriate 'marking' is that it is given to and for learners, to support their effective learning. It is not provided or used for monitoring or inspection purposes – the evidence of effective feedback should be clear in the outcomes for children, the presentation of their written work and the progress made through pupils' exercise books.

Immediate verbal feedback helps to:

- involve pupils in dialogue to identify strengths and weaknesses in their learning
- draw pupils' attention to what they need to improve
- pose questions to extend understanding



Written marking and/or notes made alongside learners can:


- explain concepts to support individuals' comprehension
- present a model of how to set out thinking on paper
- inform pupils of their next steps and future learning




Written marking made 'at a distance':

- corrects minor mistakes
- celebrates achievement
- signposts pupils for targeted support or extension with the teacher
- provides a record for teachers' planning

## 3. How?

Adults work with guided groups – children indicate this by labelling work with **2 green** boat symbols ( = teacher led) or **2 pink** boat symbols ( = TA supported) – annotating the work in green or pink as appropriate to reflect useful interventions (eg prompts, modelling, corrections, etc).

Children working independently indicate this with a **pencil** boat symbol (). They are asked to check through before submitting this work to be marked *at distance* later:

- where the learning objective is met and the outcome meets expectations, it is stamped with a **blue plain sailing boat** 
- minor corrections are marked with a **green pen** and a clear **green tick** 
- where feedback is required or action needs to be taken use a **red light the way lighthouse** stamp 
- special achievements can be highlighted or (if work is in pencil) underlined using a **light blue marker**

Essential information to assist planning and teacher assessment should be recorded using the *Distance Marking Record*. This can include general notes, specific instructions to inform feedback or follow up tasks and information concerning blue boat work used as exemplars.

#### 4. What If?

Through effective feedback at Marlborough children will be:

Responsible	preparing and checking work well and responding positively to feedback
Ready	taking next steps or address errors and misconceptions in learning
Resourceful	asking questions and considering comments to build directly on guidance
Resilient	confident in correcting errors and meeting challenges
Respectful	working with others or alone, imitating modelled or exemplary work
Reflective	using the learning cycle to celebrate achievements or plan next steps