



Fast Feedback Marking Policy

Effective from 26th February 2024 – revised to meet current assessment model

Rationale

We recognise that feedback is an integral part of the learning process and must be embedded into each lesson. We believe that children benefit most from verbal feedback and the opportunity to discuss their learning with their peers and teacher and, therefore, written marking is replaced by pupil teacher conferencing. Verbal feedback should empower children to identify their own strengths and areas to develop and, in turn, create independent, self-motivated pupils who have ownership over their learning.

Fast feedback principles

- Teachers have a thorough understanding of each pupil's individual needs through embedded assessment practices.
- Teacher time is spent effectively by looking at children's work during, or after, each lesson and adapting plans to meet their needs.
- Each child is conferenced at least once per week for maths and English.
- Conferencing is focused on either guiding pupils to make improvements or extending them with an additional challenge.
- Children are asked to either reflect, self or peer assess in every lesson.
- Pupils have ownership over their own books and are given the opportunity to self-mark and respond to their conferencing feedback. Teachers do not make any marks in pupils' books. (except where the child cannot physically write it themselves)
- Teachers will record summative assessment progress daily for maths, and termly for all other subjects using the child's performance against objectives listed on the header page as a guideline.
- Pupil targets will be part of conferencing sessions and children will be encouraged to refer to them during their lessons.
- Header sheets will be highlighted after each lesson to show where objectives have been met, in all foundation subjects.

These procedures are to be kept in line with the school's overall policy on assessment and teaching and our fast-feedback non-negotiables (see appendix).

Monitoring and evaluation

SLT will carry out termly work scrutiny of a selection of books, carry out learning walks and talk to children about the feedback that they receive to monitor the implementation of this policy.

The performance indicators will be:

- Children's attainment and progress evident in books.
- Children have a better understanding of what they have learned, their strengths and next steps.