

Feedback and Feed-forward to Students - Monitoring and Marking

Rationale

Research has shown that immediate feedback is the most effective, and is therefore more likely to be oral than written. It should take place with the student whenever possible, and be:

Guidelines

Feedback should be specific, positive, clear and appropriate.

- recognise, encourage, and reward students' effort and achievement, and celebrate success
- develop students' awareness of the criteria needed to achieve the National standard
- focus students on achieving learning intentions and setting future goals by indicating 'next steps'[refer to learning progressions]
- identify students who need additional support, consolidation, or extension activities
- provide evidence of assessments made in terms of learning intentions and levels achieved. [refer to maths, reading and writing tables.]
- linked to learning intentions and agreed criteria of which students should be aware
- developmental, i.e., achievement is acknowledged and the next learning step highlighted
- legible and clear in meaning, if written
- meaningful to the student and, where possible, students should be given time to reflect upon and act on feedback and feed-forward
- positive where possible with consideration given to the feelings of the student
- appropriate to the learning needs of the individual student.

Methods of marking include:

- oral feedback and/or feed-forward in the form of a quick check on progress, or a conference
- written comments [students need time to reflect on feedback]
- sharing work with the whole class or with a focus group

- paired marking according to agreed rules and guidelines
 - self-evaluation using learning intentions and agreed criteria.
- This empowers the student to engage with their own learning and to have control over their future goals.