

Written Feedback: How Your Child's Work is Marked

As a result of this research and an evaluation of our previous written feedback policy, we have revised how we will be marking pupils' work in order to have more impact on their progress.

Research has shown that effective feedback has a high positive impact on learning. The research suggests that feedback is best directed at the task and process level, and also suggests that it should be:

- about **challenging** tasks or goals (rather than easy ones);
- given **sparingly** (i.e. not an overwhelming amount for pupils to focus on);
- more important to give feedback about what is **right** than what is **wrong**;
- important to be as **specific** as you can and, if possible, compare what they are doing right now with what they have done wrong before; and
- it should **encourage** them, and not threaten their self-esteem in order to build resilience.

Pupils' work will now be marked using the 'WIN' formula:

W – WHAT THEY HAVE DONE WELL

This should relate to the focus for the evidence of learning assessed. This should be specific and explain what makes something good, e.g. **'Very impressed with your skills in reading bar charts'**, or **'You have included relevant and developed ideas'**.

I – WHAT THEY CAN IMPROVE

Targets for improvement will be specific and include a task to complete, which will either improve the outcomes the teacher has marked or will develop a specific skill.

Pupils will be given 'Target Time' in lessons; during this time they will complete the tasks to improve their learning. This is an extremely important part of the feedback process. Pupils will use green pens to do this in lessons, so their improvements should be clear to you as a parent/carer.

N – WHERE THEY ARE NOW

Your child will be given an Attitude to Learning score from a scale of 1-7 (7 being the highest). At least once a half term, they will be given a level or grade which reflects their current attainment in the subject.

When pupils peer or self-assess in lessons, they will be expected to use the 'WIN' formula.

As a result of this more detailed marking, we are asking staff to mark exercise books in this way every six to eight lessons. You may, therefore, find that your child's book is marked slightly less frequently than before.