

## Christ Church Cathedral School

### Prep School Feedback Policy

June 2026

To be renewed June 2029

#### Philosophy

At Christ Church Cathedral School, we believe that feedback, including marking, is an essential element in learning. Marking and feedback are effective when children are supported to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

#### Aims

Feedback, including marking, should:

- Celebrate children's successes, demonstrating that their work is valued
- Provide meaningful feedback to the child
- Provide specific information to the child on how to improve
- Deepen children's thinking about their own learning
- Encourage children to become independent learners, self evaluating their own and others' work.
- Develop a culture of continual improvement
- Assist in the assessment of a child's performance, providing a record of achievement for teachers and parents

In addition to this, marking and feedback should:

- Be timely, either during the learning or shortly afterwards
- Relate to the learning objective or success criteria agreed at the start of a lesson or series of lessons
- Support individual progress compared with an individual's starting points

#### Verbal Feedback

Research evidence shows that the most powerful form of feedback is given either during or immediately after learning. For this reason, high quality verbal feedback is vital in ensuring children learn well. Verbal feedback is often a conversation between an individual and the teacher, enabling the child to correct errors and improve quality as the work goes along. Equally, it often consists of a plenary (which could be during a lesson, at the end of the lesson or at the beginning of the lesson), in which the teacher addresses the whole class on misconceptions he/ she has picked up whilst walking around the class or whilst marking.

#### Self and Peer Feedback and Marking

Self and peer feedback can be very powerful when the learning objectives are clear and understood by all. This might be because the learning objective is a straightforward one, because questions have a right/ wrong answer, or when more complex success criteria have been broken down for the children, such as with a check list. Some more able children are able to give peer feedback without such support, at teachers' discretion.

When using peer feedback, teachers should make sure children know how to do it supportively, for example by using techniques such as “three stars and a wish” or explaining the concept of constructive criticism.

#### Teacher marking – short answer questions

Where possible, it is good for teachers to mark work during the lesson, by circulating and putting ticks / crosses or dots on work as it is being completed. This enables corrections to be made immediately. It also enables the teacher to identify individual or group misconceptions which can be addressed straight away.

Work which has not been marked during the lesson, and work done outside the lesson, will be marked as soon as possible afterwards. Comments do not need to be written on exercises with short-answer questions, though the teacher may feel that a supportive comment will motivate the child.

#### Teacher marking – longer pieces of work

Longer pieces of work require greater care in marking, because the child has spent longer on them. Marking will be:

- timely – marked and returned as soon as the teacher is able and certainly within a week
- focused on learning objectives which were clear to the child before the work was undertaken
- supportive, pointing out where the child has done well
- constructive, enabling the child to see what they should do to improve without demotivating them
- done in a colour different from the one used by the child, so it can be read easily

Where there are spelling, punctuation or grammar errors which the child knows how to correct, it is useful to point these out and ask for corrections (to ensure high standards in these areas), as long as doing so does not distract from the focus on the learning objective. It can be very effective to ask the pupil to respond to the marking, e.g. by improving a sentence identified by the teacher.

#### What we do not expect

At Christ Church Cathedral School, we believe that marking is a very powerful tool for learning. However, there have been some fashions in marking recently which we believe can distract from learning and lead to unnecessary teacher workload. We therefore do not ask teachers to:

- mark using different pen colours for different purposes
- use double- or triple-marking

As professionals, our teachers select the methods of marking which will best help the boys they teach. Through book scrutiny, our SMT and Heads of Department ensure that this is the case, providing support and direction where needed.