



Enriching Feedback in the Primary Classroom

Shirley Clarke

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Shirley Clarke explains how to make full and effective use of oral and written feedback - including marking strategies - to promote children's learning in the primary classroom. Marking and other forms of classroom feedback to pupils can actively boost self-esteem, motivate and actively promote learning - or it can demoralise and alienate. The ways in which pupils can be involved in and told what is expected of them, how well they are doing and what to do next, and how their efforts are appraised, lie at the heart of effective assessment for learning. Drawing on classroom research, and with a focus on practical issues and examples from across the primary curriculum, this book offers clear strategies for purposeful marking and effective feedback. Shirley Clarke shows how marking and feedback complete the 'learning loop' which starts with clear learning intentions and success criteria. Taking forward core themes developed in her book *Unlocking Formative Assessment*, she contrasts traditional and alternative approaches, showing how children respond to written, oral and 'incidental' feedback. She explores different ways of marking, including pupil and paired marking, and explains which are most effective - and why. INSET suggestions and advice on implementing a whole-school feedback policy (including liaising with parents) are also included. Please click on the link below to access the photocopiable INSET resource sheets: authorpages.hoddersystems.com/enriching/

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