

'All individuals matter'

Feedback and Marking Policy

Date Ratified by Governors	**July 2026**
Review Date	**July 2027**
Signed by Chair of Governors	*L.Grove*
Name of Chair	**Mrs Lynsey Grove**

Contents

1. Aims 2

2. Rationale 2

3. Roles, Responsibilities and monitoring 3

4. Principles 4

8. Support Staff 7

9. Links with other policies 7

Aims

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- Meaningful – approach used depends upon the age, subject and particular piece being marked
- Manageable – marking should be purposeful and simple
- Motivating – engage with learners to make progress



Aims The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- Meaningful – approach used depends upon the age, subject and particular piece being marked
- Manageable – marking should be purposeful and simple •
- Motivating – engage with learners to make progress

Aim of marking and feedback:

- Pupils act on feedback to make progress over time.
- They inform future planning and teaching.
- Pupils learn to value hard work and the quality of the work they produce.
- To provide a consistent stance on feedback throughout the school, so that pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance.

- To use marking as a tool for ongoing formative assessment, ensuring children are effectively challenged and that progress is evident through a dialogue which supports progression.
- To support the balance of teacher workload.

Rationale

Feedback should be regular, but not onerous, practice. We promote a professional approach to assessment and feedback – teachers should select the best feedback method available to impact positively on pupil learning and future performance. Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and errors and the use of peer and / or self-assessment. There are many highly effective forms of assessment for learning and feedback, and teachers will utilise a variety of means to assess learning and provide feedback.

Feedback and Assessment

Our Feedback and Assessment procedures focus on meaningful marking. We remove unnecessary marking and encourage all forms of teacher feedback to be closest to the point of action, preferably during the lesson. It is important that assessment is effectively linked to planned schemes of work and sequences of lessons so that pupils are assessed on what we want them to know and understand and how secure their learning is over time.

Roles, Responsibilities and monitoring

Responsibility for promoting the highest quality of marking lies with the whole school community. It requires the utmost professionalism from teachers and in return expects pupils to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

- The Governing body in agreeing with the principles underlying the school policy and in monitoring and reviewing its application
- The Headteacher in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of teaching and learning;
- All staff in ensuring consistent application of the policy;
- Parents and carers, who will be encouraged to take an interest in their child's learning, working in partnership with the school to maintain high levels of progress;
- Pupils need to be aware of what is expected of them in order that their learning, and that of those around them, is as effective as possible. It is important that they understand the value of the learning process.

The Senior Leadership Team will review samples of work (as per the Teaching and Learning monitoring calendar) from each class to monitor the implementation of this

policy and the effectiveness of the marking throughout the school. An analysis will be made, and feedback will be given to staff.

A review of samples of work in work scrutiny, lesson observations and learning walks should inform the following:

- Improvement in pupils' achievement and attainment;
- Consistency in teachers' marking across subjects;
- Participation of pupils in the process.

The desired outcomes for this policy are improvements in pupils learning and greater clarity amongst learners, teachers and parents concerning learner achievement and progress.

The performance indicators will be:

- An improvement in pupils' attainment;
- Consistency in teachers feedback and marking across the key stages, phases and year groups

Principles

We believe that the following key principles should underpin all marking and feedback:

- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and misconceptions at an early stage. We support live marking wherever possible.
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets; but with a specific focus on the basic fundamental skills of letter and number formation, spellings, vocabulary, punctuation and grammar
- Pupils should be encouraged to mark, self-evaluate and peer-assess work as appropriate. The outcomes of marking should be used to inform teachers' judgements and interventions concerning pupils' progress and to inform teacher planning, records and reports.
- Marking and feedback practices should be manageable.
- Be selective - focus on fundamental skills, errors and misconceptions. Give appropriate strategies to enable learners to make improvements.

Types of marking

As a school we will promote in class marking to support pupil progress and outcomes. We value the impact both in progression and confidence that live marking brings to our pupils and supports their reengagement in education.

In the lesson

Use of immediate feedback strategies. These should be common practice, and their usage will be evident in pupils' books due to improved work, pupil conversations about their lessons and observation of teaching over time. Strategies include:

- Verbal Feedback – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided later. Verbal feedback needs to be common practice in lessons.
- Live Marking – this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work pupils are completing in lessons.
- Modelling and Exemplars – focus the 'how to get there' of the end product showing pupils the process and construction. Pupils require frequent modelling and examples to understand what is expected in the process and construction of their work and building on Rosenshein's principles.
- Peer and self-assessment are effective assessment for learning tools and should be used with regularity throughout each half term as appropriate and established within the dynamic and climate within individual groups. Opportunities need to be regularly offered to enable pupils to look at and learn from each other's work and the work of older pupils and experts.

Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. Often given verbally to pupils for immediate actions and may re-direct the focus of teaching or the task. • Praises effort and contribution verbally	Lesson observation / learning walks Seeing corrections / purple pen in books as children respond
Responsive	• Takes place after the lesson or activity with individuals or groups.	Lesson observation / learning walks Seeing corrections / purple pen in books as children respond.

	• Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the pupils responses to catch up are recorded in their work to show progress over time.	Additional evidence in books or intervention notes.
Summary (feed forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or	Lesson observation / learning walks Seeing corrections / purple pen in books as children respond. Additional evidence in books or intervention notes. Planning

	support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	

Frequency

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked in detail, but all work should be looked at, acknowledged and the basic skills and misconceptions addressed. Teachers are encouraged to be selective, marking only will have a meaningful impact. Marking should be purposeful and selective.

Pupil Response

Time should be built into lessons – this is time within a lesson to ensure pupils proofread, edit and enhance the work that is to be marked. This promotes an ethic of excellence and ensures pupils recognise the importance and value of marking. It also enables pupils to respond to feedback/guidance provided in class or after marking. There are times when work should be marked.

These are:
Corrections - teachers identify where pupils are making misconceptions and reshape their teaching and provide feedback to address this. Corrections fall into two distinct areas which need the teacher's professional judgement to address them appropriately.
Mistakes - something pupils can usually do correctly but on this occasion have not done so.
Misconceptions - something the pupil has not mastered or has misunderstood, i.e. an error in understanding. When misconceptions are repeated by several pupils in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. Teachers use their professional judgement to decide whether a whole class, small group or an individual approach is required to overcome the misconception.

Professional Development

Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained. Current research will be shared with staff and the policy updated to reflect this when needed.

Support Staff

Support Staff marking expectations:

- All support staff are expected to mark work when they teach a group; support a group in class; withdraw a group from the classroom, or when they are 1:1 support for a pupil.

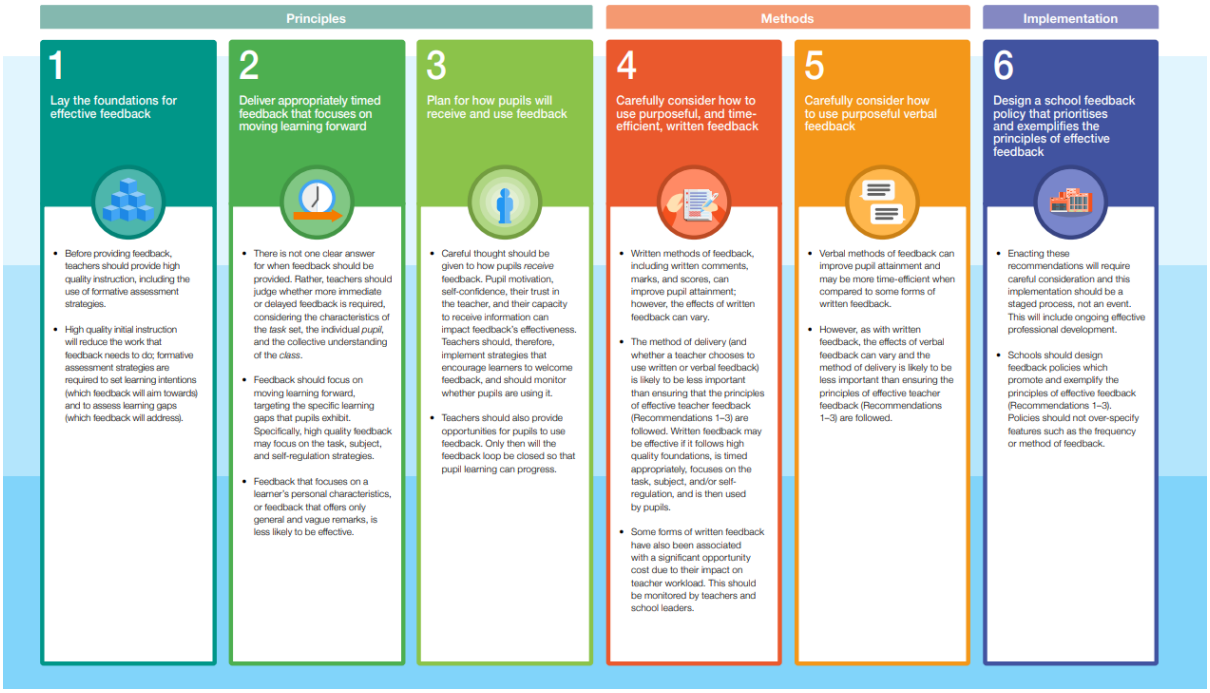
- The expectation is that Support staff receive regular training regarding marking and should ask for support, should they require it, from any class teacher or their line manager. Support staff are expected to follow the marking policy.
- Support staff are expected to provide live feedback and marking within the lessons that they support and for the pupils that they work with.

Links with other policies

This document links to the following policies: This policy gives guidance to staff on the purpose, types and frequency of marking and should be read alongside the Assessment Policy and Teaching and Learning Policy.

Appendix 1

EEF toolkit based on recent research



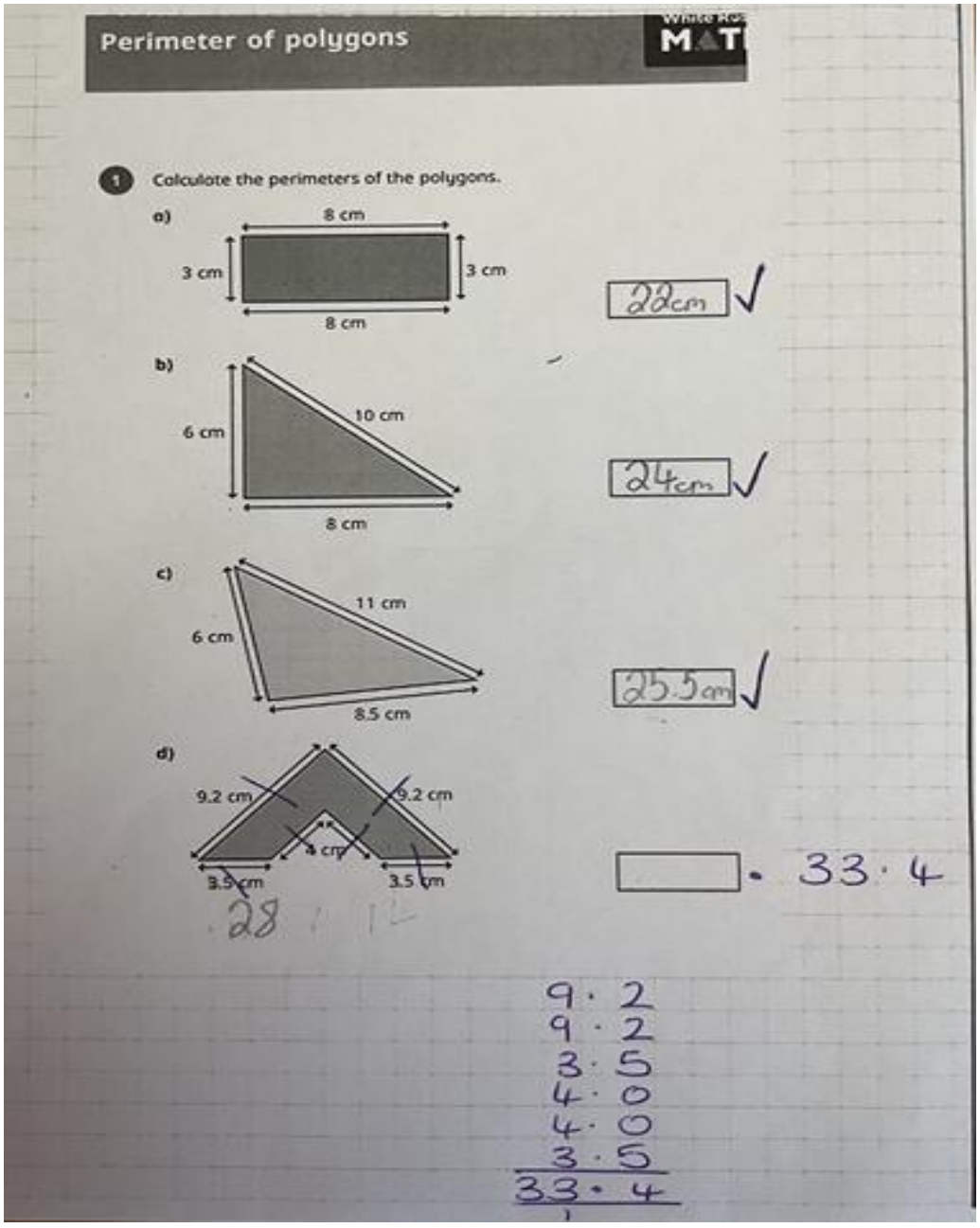
'All individuals matter'

Marking and Feedback	
	Correct, edit and improve your work in a purple pen.
	Edit, re write or re do what is in the box or has been highlighted to improve it.
	Pink to make you think.
	Go green! You've got it!

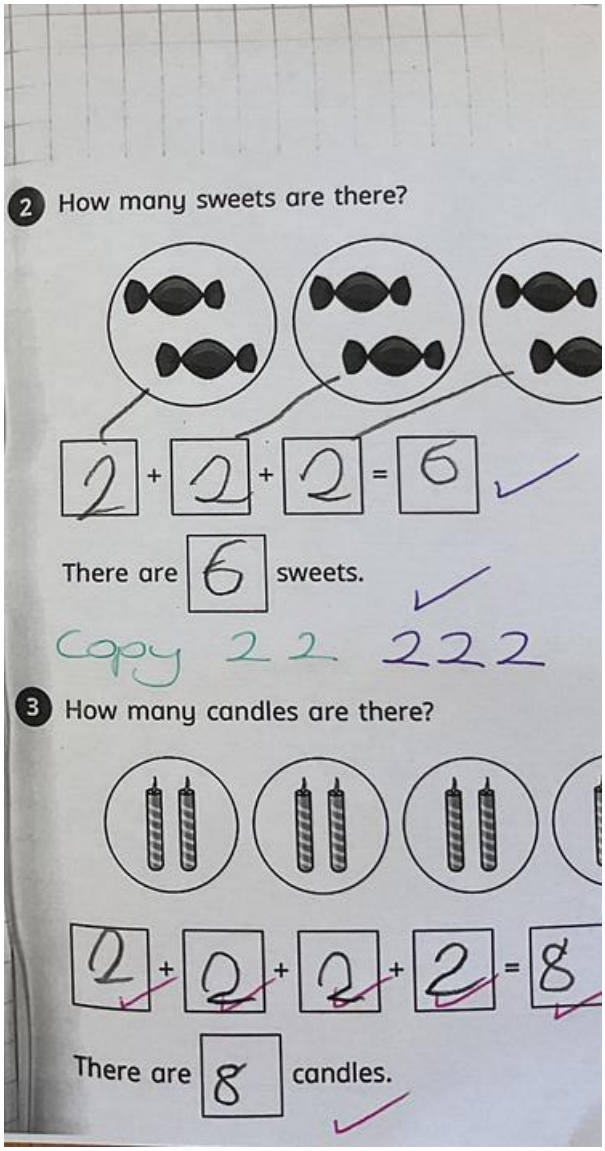
Special codes		
Code	**What does it mean?**	**What should I do?**
GR	Grammar error	Read your work and correct it using a purple pen.
P	Punctuation error	Read your work and correct it, putting the punctuation in using a purple pen.
SP	Spelling error	Correct your spelling. You may need to get a dictionary to check it.

GG	Guided group work (You worked with an adult)
I	Independent (You worked on your own)
PM	Peer marked
SM	Self marked

Appendix 2: poster to be displayed in classrooms and teaching areas to show codes for marking



Appendix 3: examples of marking


2 How many sweets are there?
2 + 2 + 2 = 6
There are 6 sweets.
Copy 2 2 222
3 How many candles are there?
2 + 2 + 2 + 2 = 8
There are 8 candles.

I went on holiday to Wales. I went on a ~~to he~~ coach. I went to Wales to see My sister. I went ~~I went~~ to ~~the~~ Pub and The Beach. ~~At~~ Wales I saw lots of horses

my my my my

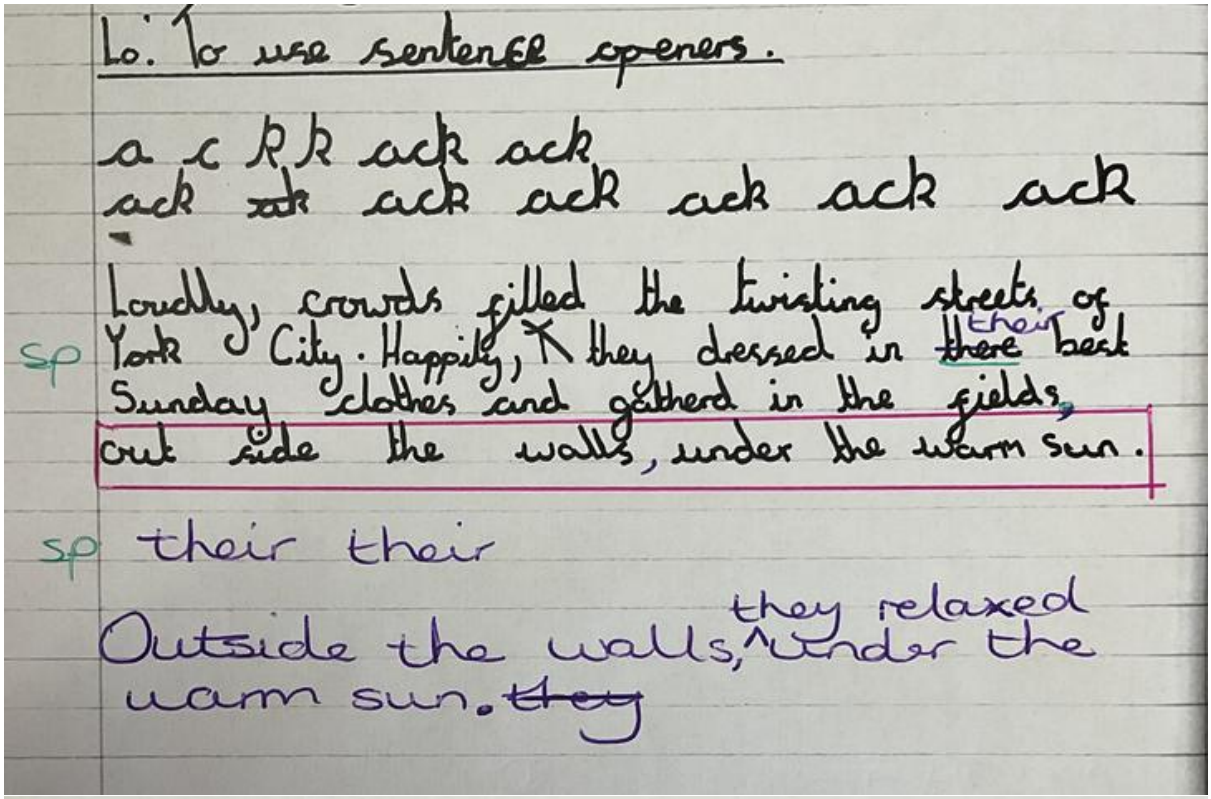
of of of of

When Matthew ~~attitude~~ arrived he was dasood by the sun. To protect his self from the freesing, cold he ~~need~~ wore warm, animal, skin.

In the cold weather Matthew was going to find more saviours. In a distance he saw people sore ~~people~~ near by. Matthew and the people ~~approach~~ approached, so later on Matthew learnt there language in the icy cold.

sp approached approached approached

sp arrived arrived arrived



Lo. To use sentence openers.

a c k k ack ack
ack ack ack ack ack ack ack ack

Loudly, crowds filled the twisting streets of
sp York City. Happily, they dressed in ~~there~~ their best
Sunday clothes and gathered in the fields,
outside the walls, under the warm sun.

sp their their

Outside the walls, they relaxed under the
warm sun. ~~They~~

Alicia walked fearfully down the overgrown path, stopping and waiting every few seconds to throw darting glances behind her. The mist was ~~dancing~~ like dancing, surrounding her a hunting whirlpool ~~around her~~ and a damp heavy weight ~~had been blocking~~ blocked her senses. Suddenly, she stopped. A ~~darting~~ spying shadow ~~had~~ brushed past her; a feeling of cold dampness came over her like a blanket. The tall towering trees seemed to be moving ever closer as Alicias feet obeyed a different master, the long spindly arms of them clutched at her. Her breath, which had been steady, came in sharp, rattling gasps and she sobbed a deathly moan. Pain. Her legs began to throb with agony as her head swivelled like a spinning top, the gnarled roots of the trees tangled like snakes, slithering towards her and slowly creeping up her legs. The cabin / Safety! She thudded to the ground. Clawing at the marshy floor, tears raced down her face. Mercilessly, as the roots unbound themselves and she was left on the ground, the foreboding darkness drew quickly near, she bolted to the wooden door and it creaked open. She released a strangling scream clutching her hand to her mouth.

desperately