

***Banks St. Stephen’s Church of England Primary School***

***“Belonging, Serving, Succeeding”***

Vision for Banks St. Stephen’s Church of England Primary School

“We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others.  We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed.”

**Feedback and Marking Policy**

This policy is informed by up-to-date educational research and national guidance, including:

* **EEF Guidance Report: “Teacher Feedback to Improve Pupil Learning”** (2021)
* **“Making Feedback Matter: Developing pupil learning through formative assessment”** (Chartered College of Teaching, 2020)
* **Ofsted School Inspection Handbook** (latest update 2023)

Recent research consistently highlights that feedback is most effective when it is **timely, specific, and used to inform teaching and learning**. Written marking is only one form of feedback and should not be prioritised over more impactful strategies. The Education Endowment Foundation (EEF, 2021) emphasises that feedback should:

* Focus on moving learning forward, not just correcting mistakes.
* Be manageable for teachers and meaningful for pupils.
* Promote pupil responsibility, self-regulation, and engagement with the learning process.

Effective formative assessment practices are key to deep learning. They include:

* **Well-structured tasks** that offer conceptual and procedural variation and opportunities for intelligent practice (Shirley Clarke, 2021).
* **Dialogic teaching** and classroom discussion to make reasoning explicit, clarify misconceptions, and deepen conceptual understanding (Alexander, 2020).
* **Feedback as part of the learning process**, embedded in teaching sequences and aligned with learning objectives and success criteria (EEF, 2021; Wiliam, 2018).

Marking and feedback practices are therefore aligned with the principles of **low workload, high impact**—prioritising pupil progress over written documentation and ensuring time spent on feedback leads to meaningful improvement.

Research also shows that pupils benefit from undertaking appropriate written work outside of lessons. Adults’ marking of this work can provide extra feedback to support pupils’ learning. However, the most important activity for adults is the teaching itself, supported by the design and preparation of lessons.

It is important for adults to distinguish between a pupil’s minor mistake and an error that reflects a lack of understanding:

* For minor mistakes, it is often enough to simply indicate where each one occurs, particularly when the adult’s or school’s approach is to encourage pupils to correct them.
* If errors demonstrate lack of understanding, the adult may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
* Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

**Principles**

* Feedback (both oral and written) is an essential part of the learning process.
* It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil).
* Pupils are given opportunities to respond to feedback.
* Feedback identifies where pupils have been successful in their learning and can be an opportunity to highlight areas for improvement or extra challenge.
* Feedback and marking should focus on the learning objective and success criteria.
* Spelling, grammar and presentation may also be commented on, according to the pupils' age related expectations.

To maximise the impact of feedback and marking, it must be embedded in effective assessment for learning:

**Marking Strategies**

* Verbal feedback
* Written feedback
* Distance marking
* Self–assessment and evaluation
* Peer assessment and evaluation

**Expectations:**

* Feedback (oral or written) will be given during the lesson or as soon as possible afterwards.
* Detailed feedback (oral or written) will be given when appropriate to ensure continued progress.
* Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. Pupils will be asked to correct some misspelt words in each piece of work as appropriate.
* There will be an expectation that key vocabulary is spelt correctly
* Grammar, punctuation and spelling expectations are the same as for work in English books.

**Marking Codes**

(used by both teachers and TA’s)

|  |  |
| --- | --- |
| **Red pen** | Adult marking |
| **Green pen** | Child’s correction |
| **Underlined and Sp** | Spelling error |
| **Underlined and P** | Missing or incorrect punctuation |
| **Underlined and Gr** | Incorrect grammar |
| **/** | New line |
| **//** | New paragraph |
| All work to be acknowledged by an adult | |

**Presentation of work:**

Dates to be written in full (day, numerical date and month- all spelt correctly) from Year 2 to Year 6 in all subjects apart from maths. Numerical date in maths for these year groups.

Year 1 to write short date (numerical form) in all subjects.

All dates to be underlined using a ruler.

All straight lines to be drawn using a ruler.

When starting work, children to follow DUMTUMS- date, underline, miss a line, title, underline, miss a line, start.

**Review:**

This policy was written in consultation with all teaching staff in March 2025 and will be reviewed again by October 2025.

**SEE ALSO:**

Assessment Policy

EYFS Policy

Teaching & Learning Policy

SEND Policy