



## **Nurturing **Ambition** Through a Living Faith**

### **Marking and Feedback Policy**

## School Ethos & Vision

**Mission Statement:** Nurturing ambition through a living faith.

**Vision Statement:** Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

**Bible Verse:** *"Let us not love with words or speech alone, but with actions and truth."* — 1 John 3:18

## Policy Statement

At Darwen St James' CEP Academy, we recognize the importance of marking and feedback as an integral part of the teaching and learning cycle, aiming to maximize its effectiveness in daily practice. We are mindful of the workload implications of written marking and align our practice with research on effective feedback. Notably, national research into teacher workload highlights detailed written marking as a key contributing factor to staff fatigue.

Our approach prioritizes meaningful, manageable, and motivating feedback that actively advances pupil progress without creating unnecessary teacher workload.

### 1. Core Principles

Our feedback policy aligns with DfE workload recommendations, focusing strictly on high-impact, sustainable practices evaluated through three core lenses:

- **Meaningful:**
  - *Single Purpose:* Feedback exists solely to advance pupil progress. If it does not move learning forward, it is not required.
  - *Professional Judgment:* There is no "one-size-fits-all." Feedback methods (verbal, written, or peer) are adapted to suit the age, subject, and specific task.
  - *Impact over Volume:* We value high standards of consistency in pupil progress over rigid, identical marking styles.
- **Manageable:**
  - *Workload-First:* Marking must be proportionate. The time spent giving feedback should never exceed the time it takes pupils to act upon it.
  - *Diverse Methods:* Feedback is a balanced blend of live verbal coaching, self-assessment, peer-marking, and targeted written prompts.
- **Motivating:**
  - *Building Resilience:* Over-marking creates dependency. We offer short, focused challenges that keep the cognitive lift and responsibility on the pupil.
  - *Valuing Effort:* We celebrate progress and effort, ensuring pupils feel their hard work is valued.
  - *Self-Regulation:* Pupils are explicitly taught to use success criteria to self-check, build retention, and take pride in completing work to their highest standard.

## 2. Marking and Feedback in Practice

At Darwen St James, feedback is an active, in-the-moment dialogue between staff and pupils. We believe marking is most effective when it is immediate, involving the child directly while learning is taking place.

- **Active Engagement:** Staff use feedback and peer/self-assessment to engage children in their own learning, helping them develop self-scaffolding skills.
- **Immediate & Oral:** Feedback directly involves the child. For younger learners, immediate verbal feedback is paramount.
- **Responsive Teaching:** Staff systematically check understanding during lessons, using errors to instantly adapt teaching and shape future planning.
- **Consistency:** All learning must be acknowledged by the teacher.
- **Mistakes vs. Errors:**
  - *Mistake:* A simple slip on a concept the child already understands. These are self-corrected by the child in green pen.
  - *Error:* A deeper misunderstanding of a concept not yet mastered, requiring swift staff intervention.

**Feedback Typology Table**

| Type               | What It Looks Like                                                                                                                                                                                                                                                                   | Evidence                                                                                          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| • <b>Immediate</b> | <ul style="list-style-type: none"><li>• On-the-spot verbal feedback for immediate action.</li><li>• May redirect the focus of the teaching or task.</li><li>• Quick marking/annotations alongside the child using school code.</li><li>• Teachers mark in <b>pink pen</b>.</li></ul> | <ul style="list-style-type: none"><li>• Lesson observations</li><li>• Evidence in books</li></ul> |

|                   |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>. Summary</b>  | <ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Evaluates learning and progress within the lesson.</li> <li>• Often includes pupil peer or self-assessment (<b>green pen</b>).</li> </ul>         | <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book scrutiny</li> <li>• Pre and post-teach sessions (seen on planning and in books)</li> </ul>                                                   |
| <b>. Distance</b> | <ul style="list-style-type: none"> <li>• Completed away from the learning to assess progress.</li> <li>• May include written comments ("Fix-Its") for pupils to respond to.</li> <li>• Directs future lesson planning and pupil groupings.</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book scrutiny ("Fix-Its")</li> <li>• Adaptations to future teaching sequences</li> <li>• Use of annotations to inform future groupings</li> </ul> |

### 3. Learning Objectives, Self-Assessment & Standard Marking Codes

#### LO & Self-Assessment Stickers

Every piece of writing features a typed Learning Objective (LO) sticker at the top.

- **Pupil Self-Assessment:** At the end of the lesson, children colour in the face that represents their confidence:
  - 😊 Understood fully
  - 😐 Kind of understood

- 😞 Didn't understand
- **Teacher Validation:** The teacher marks the work and circles the face matching their professional judgment of the pupil's actual outcome.
- **Impact:** This instantly highlights gaps between pupil confidence and actual competence (e.g., if a child colours 😊 but the teacher circles 😞, it signals a need for a "Fix-It" or intervention).

## Pen Colour Protocol

- **Pink Pen (Teachers & LSAs):** Used for all marking and corrections.
- **Green Pen (Pupils):** Used for self-marking, corrections, editing, and responding to "Fix-Its".
- **Black Pen (Supply Staff):** All supply marking must follow this policy using black ink.

## Marking Symbols Code

| Symbol | Meaning / Application                                                                                                                                                                   |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓      | Tick purposefully positive elements so children know what the tick is for.                                                                                                              |
| ]      | Identifies when a child has completed an independent piece of writing.                                                                                                                  |
| ⌋      | Placed in the margin next to the specific part/question requiring support, or at the end of the work to show the majority was completed with support.                                   |
| ○      | Circle up to 3 mistakes within a single piece of work. For spellings, prioritize word from the spelling program or key unit vocabulary. Also used for grammar and punctuation mistakes. |
|        | Used in Mathematics to identify a correction that needs to be made (accompanied by <b>VF</b> [Verbal Feedback] or <b>Fix-It</b> to address misconceptions).                             |

## 4. Digital Marking, Praise, & Special Contexts

### Digital Marking

For details regarding feedback via digital platforms and computing devices, please refer to the school Computing Policy.

### Praise in Marking

We believe celebrating effort and progress is essential for pupil motivation. Alongside academic feedback, we actively recognize achievements through:

- **Verbal Praise & ClassDojo:** Awarded dynamically during and after lessons to celebrate effort, resilience, and positive learning behaviors.
- **The Golden Coin:** One coin can be awarded at the end of each lesson for use in the school shop. The teacher verbally explains the award to the class, explicitly linking it to the lesson's Learning Objective (LO) to model success for all pupils.

## Special Educational Needs and Disabilities (SEND)

We make reasonable adjustments to ensure all feedback is accessible, meaningful, and tailored to individual pupil needs under the Equality Act 2010:

- **Targeted Support:** Feedback is closely aligned with pupils' Individual Education Plans (IEPs) and adapted to support their specific learning steps.
- **Accessible Delivery:** We adjust delivery methods (using visual, verbal, or highly scaffolded approaches) to ensure every child can understand, act upon feedback, and progress.

## Early Years Foundation Stage (EYFS) Feedback

In EYFS, the standard three-faces LO sticker system and pink/green pens are not used. Instead, feedback is purely verbal and recorded using a simple three-letter system directly on the child's work or in their learning journeys:

- **I (Independent):** The child completed the mark-making, caption, or sentence entirely on their own.
- **G (Guided / Supported):** An adult provided direct physical, oral, or co-constructed scaffolding.
- **D (Dictated):** The child orally generated the idea, and the adult wrote it down verbatim to value their speech.

# 1. Printable Classroom Poster: Marking Symbols & Pen Code

# Marking & Feedback Code

📌 Action & Truth In Learning



## Pen Colours

### Teachers & LSAs

All marking, feedback comments, and targeted interventions.

**PINK**

### Pupils

Self-assessment, peer-marking, editing, and Fix-It responses.

**GREEN**

### Supply Staff

All supply marking follows school policy in clear black ink.

**BLACK**



## Marking Symbols



### Positive Tick

Placed purposefully to celebrate successful work.



### Independent Work

Indicates work completed entirely on your own.



### Support Given

Marked in margin for adult assistance during the task.



### Check & Edit (Max 3)

Spelling, grammar, or punctuation slip to fix.



### Maths Correction

Misconception to solve using Verbal Feedback or Fix-It.



## Self-Assessment

TOP OF PAGE: LO STICKER



Understood Fully



Kind Of Got It



Need Help

### Pupil Colours In (Green Pen)

Reflect honestly on how confident you feel with the lesson's Learning Objective.

### Teacher Validation (Pink Pen)

The teacher circles the face matching your work. Gaps lead to swift "Fix-It" coaching.

Golden Coin: 1 awarded per lesson linked directly to the LO

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Fix-Its: Always answered in Green Pen

## 2. Book Scrutiny Monitoring Checklist

Reviewer Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class / Year Group: \_\_\_\_\_ Subject: \_\_\_\_\_

| Area of Evaluation                                                    | Criteria                                                                                                                 | Met?<br>(Y/N/P<br>art) | Notes &<br>Evidence |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------|
| <b>Policy Compliance</b>                                              | <ul style="list-style-type: none"> <li>• Correct pen colours used (Pink: Staff, Green: Pupil, Black: Supply).</li> </ul> |                        |                     |
|                                                                       | <ul style="list-style-type: none"> <li>• Marking symbols used accurately (✓, [I], S, ○, .).</li> </ul>                   |                        |                     |
| <b>Self-Assessment Validation</b>                                     | <ul style="list-style-type: none"> <li>• LO stickers attached with pupil self-assessment completed.</li> </ul>           |                        |                     |
| Teacher has validated/circled pupil confidence face.                  |                                                                                                                          |                        |                     |
| Discrepancies between pupil/teacher faces addressed via Fix-Its.      |                                                                                                                          |                        |                     |
| <b>High-Impact Feedback</b>                                           | <ul style="list-style-type: none"> <li>• Feedback is immediate, summary, or distance-focused (not excessive).</li> </ul> |                        |                     |
| "Fix-Its" are clear, actionable, and completed in green pen.          |                                                                                                                          |                        |                     |
| Corrections are limited to key unit spellings/misconceptions (max 3). |                                                                                                                          |                        |                     |

|                                                |                                                                                                                          |  |  |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Inclusion &amp; EYFS</b> (where applicable) | <ul style="list-style-type: none"> <li>• Reasonable adjustments evident for SEND pupils (scaffolded prompts).</li> </ul> |  |  |
| EYFS books reflect I / G / D codes accurately. |                                                                                                                          |  |  |