



Marking and Feedback Policy

Date: Summer 2023

Review: Summer
2026

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Introduction

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback”

Professor John Hattie

We therefore aim for children to receive timely and purposeful feedback that furthers their learning, and for teachers to use assessment information to adjust their teaching both within and across a sequence of lessons.

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful, manageable and motivating
- provide specific guidance on how to improve in the longer term

We are mindful also of the workload implications of written marking, notably, the DFE’s research which has highlighted written marking as a key contributing factor to teacher workload.

- The purpose of feedback and marking is to further children’s learning.
- The main focus of feedback should be against the LO and the Success Criteria.
- Feedback should take place at the earliest opportunity to have the greatest impact.
- The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
- Feedback takes many forms other than written comments such as: verbal feedback and modelling (including the use of technology), questioning strategies, use of talk partners, peer assessment and/or self-assessment.
- Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
- Written marking should be clear to pupils according to age and ability and should use the agreed marking symbols.
- Children must be given appropriate time to respond to feedback to have maximum impact on learning.
- The key to success is the involvement of pupils in owning their learning and each other’s learning.

Symbols:


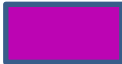
- VF= verbal feedback given
- I= independent work
- GG/initials = guided group work with member of staff
- PP = work completed with a partner
- Next to the L.O:
 - √ - tried, but not achieved
 - √√ - almost achieved
 - √√√ -achieved
- Now – A task to be completed by a child

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<i>Responsive teaching and feedback might look like this:</i>	
Live feedback <i>This is the main feedback expected in books on a daily basis.</i>	<ul style="list-style-type: none">• Whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps. This will also be seen in books through the use of 'VF'. Pupils review and correct their work.• Includes teacher gathering feedback from verbal responses, mini whiteboards, book work, etc. Could involve individuals, small groups or the whole class. May involve further support, challenge or a change of task may re-direct the focus of teaching or the task.• Teacher stops pupils periodically and marks a pupil's work with input from the class or verbalises their thought process.• Improvements / corrections should be evident in the child's work in green pen. This is marked by a VF symbol.• Could be led by teaching assistants, other adults or peers or involve self-assessment.
Summary Feedback	<ul style="list-style-type: none">• Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work.• Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson.• May take the form of self- or peer- assessment against an agreed set of criteria.• May involve strategies that allow the teacher an assessment opportunity.• Teachers use the AFL information gathered and adapt the current lesson or future lessons to support children to best progress.
Distance Feedback 'Assess learning after the lesson'	<ul style="list-style-type: none">• Takes place away from the point of teaching• Provides teachers with opportunities for assessment of understanding.• Adaptations to teaching sequences clearly seen within planning.• 'Now tasks', are used to provide feedback based on learning needs.• Written comments should be clear and provide specific guidance on how to improve.• Green and pink highlighting. Where pinks are used the children will need to correct work by using a green pen.

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Maths and Reading KS1



Green		Work indicates to a child that they have the correct answer.
Pink		Work indicates to the child that they have made an error and needs correcting in the session. This could be a calculation error, which may be modelled by the teacher.

Symbols:



- VF= verbal feedback given
- Modelling of learning in blue pen
- I= independent work
- GG/initials = guided group work with member of staff
- PP = work completed with a partner
- Next to the L.O:
 - v - tried, but not achieved
 - vv - almost achieved
 - vvv -achieved
-  Explain / Evidence
-  Calculation for maths only

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Maths and Reading KS2


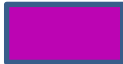
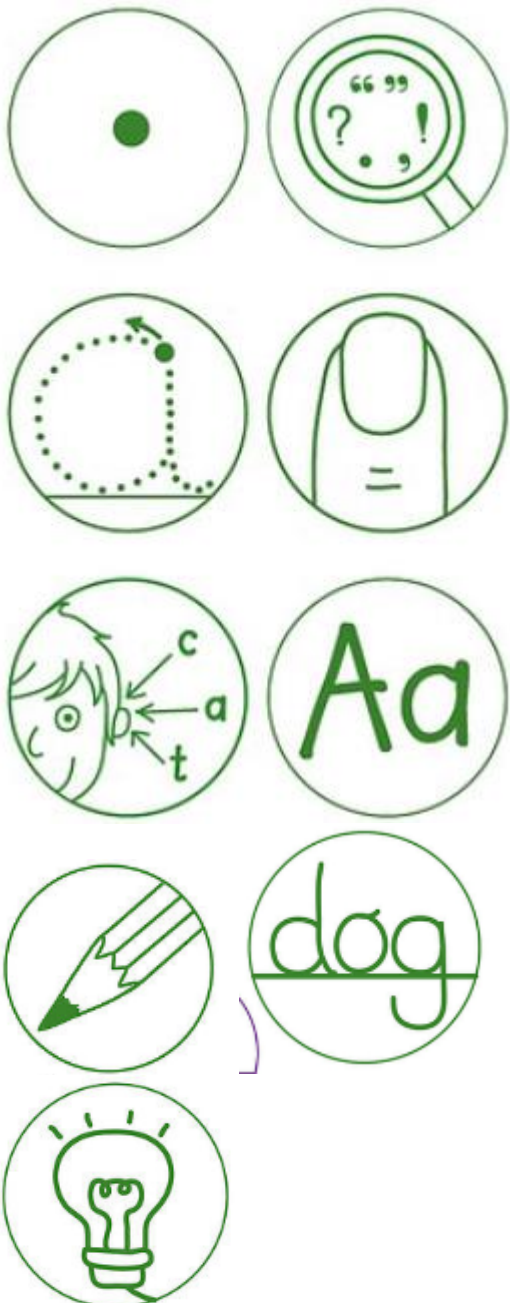
Green 	Work indicates to a child that they have the correct answer.
Pink 	Work indicates to the child that they have made an error and needs correcting in the session. This could be a calculation error, which may be modelled by the teacher.

Symbols:

- VF= verbal feedback given
- Modelling of learning in blue pen
- I= independent work
- GG/initials = guided group work with member of staff
- PP = work completed with a partner
- Next to the L.O / task covered:
 - ✓ - tried, but not achieved
 - ✓✓ - almost achieved
 - ✓✓✓ - achieved
- Now – A task to be completed by a child
-  Explain / Evidence
-  Calculation for maths only

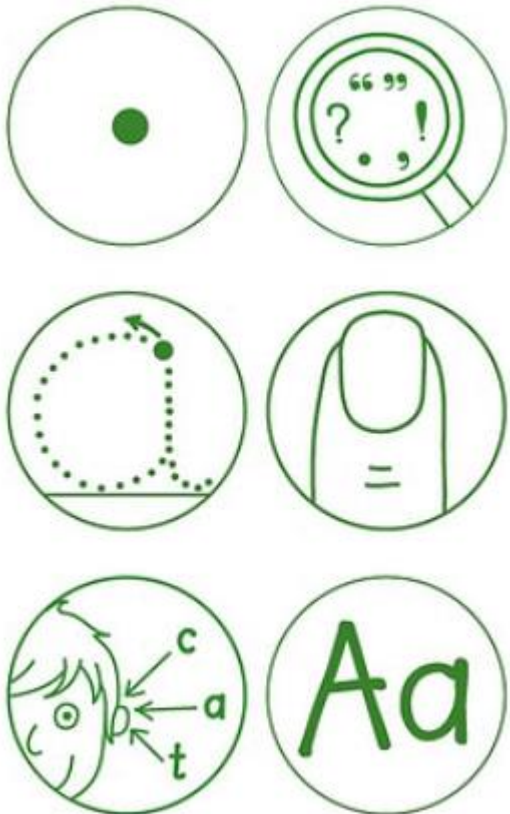
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Writing EYFS

Read written work	(Live marking) check for sense, basics, non-negotiables, tense, up levelling, adverbials
Assessing against year group expectations	Please see year group ladders / moderation for year group writing expectations
Verbal feedback	Spag and writing intent
Green 	Work indicates to a child that they have the correct answer.
Pink 	Pink indicates that the child needs to review this part- such as formation and use of phonemes.
<p>Stampers</p> <ul style="list-style-type: none">- Full stops- Punctuation- Letter formation- Finger spaces- Phonics- Capital Letters- Remember to hold pencil correctly- Add your own ideas- Write on the line	

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Writing KS1

Read written work	(Live marking) check for sense, basics, non-negotiables, tense, up levelling, adverbials
Assessing against year group expectations	Please see year group ladders / moderation for year group writing expectations
Verbal feedback	Spag and writing intent
Follow me post - its to support spellings	Key vocabulary / added to working wall
<p>Stampers</p> <ul style="list-style-type: none">- Full stops- Punctuation- Letter formation- Finger spaces- Phonics- Capital Letters	

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Writing KS2

<i>Read written work</i>	<i>(Live marking) check for sense, basics, non-negotiables, tense, up levelling, adverbials</i>
<i>Assessing against year group expectations</i>	<i>Please see year group ladders / moderation for year group writing expectations</i>
<i>Verbal feedback</i>	<i>Spag and writing intent</i>
<i>Follow me post - its to support spellings</i>	<i>Key vocabulary / added to working wall</i>

Topic

<i>Read written work</i>	<i>(Live marking) check for sense, basics, non-negotiables, tense, up levelling, adverbials</i>
<i>Assessing against year group expectations</i>	<i>Please see topic ladders / moderation for year group topic expectations</i>
<i>Verbal feedback</i>	<i>To identify misconception / mistake and to extend learning where needed</i>
<i>Follow me post - its to support spellings</i>	<i>Key topic vocabulary / added to working wall</i>