

# Marking and Feedback Policy



**The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.**

**The audience for the marking is the children.**

Our marking policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF's research indicates that effective feedback should aim to redirect or refocus either the teacher's or the learner's actions towards achieving a specific goal. Feedback must be specific, accurate, and clear while encouraging and supporting further effort. It should be administered sparingly to ensure that it remains meaningful. Crucially, feedback should empower pupils to identify and correct their own mistakes, rather than merely providing the correct answers. Furthermore, effective feedback alerts teachers to any misconceptions, enabling them to address these in subsequent lessons.

Our policy mandates that teachers provide meaningful feedback to each child, highlighting areas for development, improvement, and correction. This approach empowers learners to identify clear 'next steps' and fosters motivation for continued learning. Additionally, our policy enhances the effective planning of lessons, allows for the recording of progress relative to learning objectives, and aids in managing workload around feedback. It is imperative that all educators understand that the sole purpose of feedback is to improve children's learning outcomes, thereby enhancing their educational experience.

## General Principles

<b>Verbal Feedback</b>	Our marking policy prioritises immediate verbal feedback during lessons, wherever possible. Feedback may be delivered individually, in groups, or to the whole class. Teachers will engage with groups daily to provide constructive verbal guidance, ensuring that each child's learning is effectively supported and extended. (See strategies to support effective feedback.)
<b>Indicating support</b>	Support given will be identified next to the learning objective or next to a question by writing: - S - adult support - G - guided write Please see Appendix A for the full list of marking codes.

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## Peer and Self Assessment

Children are expected to self-assess against the learning objective, utilising a 0-9 scale to indicate their progress within the Learning Wheel. Whole class feedback will be employed to identify strengths, address common errors, and highlight areas for development, guiding children to recognise their achievement of the success criteria.

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## Expectations

**Each piece of work will be marked by an adult. It is not expected that every piece of work has written comments from the teacher.** It is necessary that some pieces may be verbally discussed with pupil and teacher. Any work assessed by pupils will be commented on by an adult (Marking Codes). Feedback on activities will be completed by ***the next lesson in that particular subject, this can be completed during the lesson (circulating) or during assembly (Same Day Intervention - SDI).***

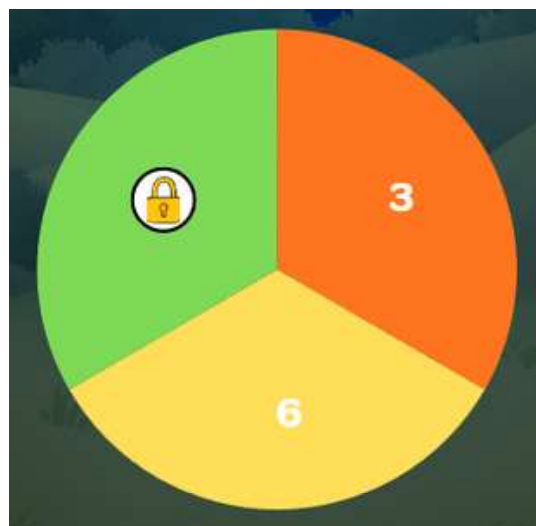
- In English:
  - Both short and longer writing opportunities will be marked.
  - Detailed feedback and marking will be given to extended pieces.
- In Maths, ***correct answers will be ticked, but incorrect attempts will be marked with a dot (thinking spot) and misconceptions dealt with by the teacher with the pupil as soon as possible.***
- In other areas of learning feedback and marking needs to acknowledge progress towards the learning objective.

Every subject begins with a learning journey that outlines the key intentions for the unit. Teachers will use this to assess children after each lesson. Each lesson will include a learning intention and steps to success, serving as prompts to help children meet their goals and guide teachers in marking. Additionally, teachers will consistently address any incorrect work through various methods, provide pupils with time to respond to feedback, and offer 'next steps' to help push their understanding forward.

Teachers will:

- **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions.
  - Always provide pupils with time to respond to feedback.
  - Give 'next steps' to help to push children's thinking forward **when needed.**
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<p><b>Strategies to support effective feedback</b></p>	<p>A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. This is not an exhaustive list and should be added to as practice and research develops.</p>
<p><b>Steps to Success</b></p>	<p>Our marking policy includes defined steps to success for each lesson, serving as assessment tools for both teachers and students. These steps will enable all children to successfully attain lesson objectives while simultaneously offering appropriate support and challenge to enhance their learning experience.</p>
<p><b>Summative Assessment</b></p>	<p>Class teachers use KLIPS and LAPS to support both formative and summative assessment. Pupils are assessed using the terms: Below, Working Towards, On Track, and Deeper Learning. Judgements are based on teacher expertise and supported by evidence from pupils' work. Assessments in reading, writing and maths are also used to inform these overall judgements.</p> <ul style="list-style-type: none"> <li>• Below: Beginning to show features of year group expectations</li> <li>• Working Towards: Demonstrating more features, some not fully embedded</li> <li>• On Track: Most/all features achieved, including KLIPs</li> <li>• No fixed percentages—use best-fit judgement</li> </ul> <p>(Children with SEND are assessed using PIVATS)</p>
<p><b>Assessment Wheel</b></p>	<p>All lessons will be marked according to the assessment wheel. Children scoring 3 are working below, children working 6 are working towards and children who are on track in their learning will receive a padlock. Those who need additional challenge in lessons will be assessed as Deeper Learners in that area.</p>



Piles / book organisation	At the conclusion of each session, books could be organised into distinct piles: those pupils who have achieved the objective, those requiring clarification, and those needing further support. The teacher will document successful strategies and identify children who necessitate additional assistance to ensure targeted intervention.
Refelcts	A reflect is a <b>short informal assessment activity, typically given to students at the end of the lesson</b> . The purpose of a reflect is to quickly assess pupil' understanding of the objectives and key points.
AirServer	This should be used regularly when looking at work and considering self and peer assessment. Please note proof-reading and editing section.
Individual / group feedback session	Based on information collected by the teacher, pupils will receive focused feedback tailored to their individual needs. Additionally, if a common theme emerges, feedback will be provided to the group to address shared challenges, ensuring that all pupils' benefit from constructive guidance to enhance their learning.
Hinge Questions	Hinge questions are built into teaching to support immediate, on-the-spot assessment. They are used to check pupils' understanding and to move learning forward. These questions may be recorded visually in pupils' books or used verbally during the lesson.
Environment	Teachers must consider their environment carefully. Tables are to be set up to facilitate effective feedback at all times.
Reactive planning	Our marking policy prioritises constructive feedback to enhance pupil learning. Incorporating reactive planning, we identify individual progress and adapt subsequent lessons accordingly. This approach ensures that we effectively address learners' needs and facilitate their continuous development, ultimately fostering a supportive and dynamic educational

## **Appendix A – Marking Codes**

- Books to be marked in blue
- Children respond to comments in purple pen
- All marking is to be done in a clear legible handwriting aligned to the school handwriting script
- The marking code should be accessible to all pupils in the learning environment
- Anyone marking work other than the class teacher must initial the work they have marked.

### **Marking Codes –**

- **S** – Support given
- **I** - Independent
- **G** – Guided group work
- **V** – Verbal Feedback
- **√ √** Exceeding expectations
- **Sp** Spelling mistake – sp over the word, correction in the margin (focus on spellings lists for particular year group)
- **P** punctuation (p written in the place of the missed punctuation)
- **G** grammar
- **C** Capital Letters
- Thinking Spot for incorrect answer or misconception

### **Self Assessment**

Pupils will self assess in all subjects using the 0-9 scale to indicate which section of the learning wheel represents their learning progress.

**This policy will be regularly reviewed in line with the curriculum.**