



# Feedback and Marking Policy

## Purpose

The purpose of this policy is to ensure that feedback and marking practices across the two collaborating primary schools are consistent, constructive, and supportive of student learning. We aim to provide meaningful feedback that helps students understand their progress and encourages a growth mind-set.

## Objectives

- To promote effective learning through timely and constructive feedback.
- To promote 'in the moment' feedback as the most effective strategy and as such, verbal feedback is better than comments provided at a later date.
- To encourage children to take ownership of their learning.
- To provide a dialogue between staff and children and give clear, appropriate feedback about areas of development and appropriate levels of challenge for good progress to be made.
- To identify pupils who need additional support/ more challenging work and to identify the nature of the support /challenge needed.
- To establish clear guidelines for marking that enhance student engagement and achievement.
- To reduce staff workload.
- To foster a collaborative approach to feedback and marking between the two schools.

## Principles of Feedback

- **Constructive:** Feedback should be specific, **focused on learning objectives**, and provide clear guidance on how to improve in the moment.
- **Encouraging:** Positive reinforcement should be used to motivate and build student confidence. It is important to give feedback when things are correct – not just incorrect.
- **Timely:** Feedback should be given in the moment or as soon as possible after the work is completed to maximize its relevance.
- **Actionable:** Students should receive guidance that they can act upon to improve their work and given time to respond to feedback



## Marking Guidelines

### 1. Frequency of Marking:

- Core subjects (e.g., English, Maths) should be marked regularly and as appropriate eg. Maths daily, Writing as lesson requires (scribble/mark books to be regularly updated and acted upon).
- Do not mark every error unless work is being edited and prepared for public display and appropriate for their stage of learning. Focus should be on the learning objective set for that lesson to avoid cognitive overload.
- For assessed pieces of writing (FFT/ BAP/KTAF) do not indicate explicit errors
- Foundation subjects should be regularly acknowledged. (eg. tick/smiley/stamp/put into scribble)

### 2. Marking Codes:

- Use a consistent marking code across both schools **Appendix A**. This will help students understand their progress quickly.
- Ensure the marking codes are explained and modelled to children regularly so they are able to respond appropriately

### 3. Quality Over Quantity:

- Focus on the quality of feedback. Effective feedback should focus on the task, subject and provide specific information on how to improve.
- Scribble/mark books should be used effectively to capture whole class feedback which can be disseminated in the next lesson and also individual points that can be focused on in intervention or small group work **Appendix B**

### 4. Peer and Self-Assessment:


- Encourage students to engage in peer and self-assessment to develop critical thinking and self-reflection skills. **Appendix C**
- Provide clear modelling, criteria and guidance for these activities. (Worle's Wall of Wonder/St Martin's Marvellous Menu)
  1. Use of visualisers to model *how* to effectively edit and revise work
  2. Allow time in 'Do Nows' and morning starters to allow time to practise these skills

### 5. Differentiation:

- Tailor feedback and marking approaches to meet the diverse needs of students, including those with special educational needs and disabilities (SEND).



## Appendix A – Marking and feedback codes

✓	Correct answer
-	Tickled pink Pink highlighting/underlining This is very good.
- . ©	Green for growth! Marvellous mistake – area to improve. Focus on one area to improve (link to WALT/LO/SPaG)
 PURPLE PEN	Purple pen of progress - used by children to revise and redraft their work Mistakes should not be rubbed out
KS2 //	New paragraph need to start here
∧	You have missed a punctuation mark, a word, letter or phrase out.
S	This work has been supported
I	This work was independent (use when not normally ind)
HL/TA + initial	Marked by TA or HLTA
St + initial	Marked by student teacher
ST + Initial	This work was set and marked by a supply teacher
VF	Verbal feedback was given (do not write feedback given)





## Scribble/Mark books

### Purpose

- To capture
  - whole class feedback
  - common misconceptions/trends
  - Individuals who need intervention/grouped work moving forward
  - Work to share and praise
  - Group pupils and only record those who are working below and above the expected standards.





**Appendix B : Suggested whole class writing feedback form**

<i>Lesson focus</i>		<i>Date</i>	
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<i>Next steps</i>	<i>Misconceptions/errors</i>
	<i>Support/intervention needed</i>

<i>Good examples</i>	<i>Presentation issues</i>	<i>Spelling errors</i>	<i>Incomplete</i>
			<i>Absent</i>



# Appendix C

## Peer Assessment |

Text:

Author:

Peer Assessor:

Date:

### Be Kind Be specific Be helpful

How did I do?



**This vocabulary will help you to give pink star feedback.**

What jumped out?




I really liked the way you...

I'd like to celebrate...



**This vocabulary will help you give good suggestions.**

Could you...  
Why don't you try...  
A good idea would be...  
Have you thought of...



What will I do next?

