



Feedback and Marking Procedures

Last updated: March 2023

Review date: March 2026

Statement of Intent / Foundations for Effective Feedback

- Before providing feedback, teachers should provide high quality teaching, including the use of formative assessment strategies.
- High quality initial teaching will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess gaps in learning (which feedback will address).

Key Principles

The purposes of marking and feedback:

- focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.
- recognise, encourage and reward children's achievement, effort, and to celebrate success.
- provide feedback about strengths and guidance about how to improve through quality marking and/or dialogue between teachers and children.
- assess children's progress and achievement, identifying children who need further support and/or challenge and the learning and teaching strategies this requires.
- provide a record of progress over time and inform curricular planning and priorities for improvement.
- provide a focus for review and evaluation by teachers, leadership and management, children and their parents/carers.

Implementation of key principles

Planning for marking and feedback

Teachers should create a culture and ethos in which we all see feedback and improvement as something helpful and positive.

Teachers should judge whether more immediate or delayed feedback is required, considering the task set, the individual pupil, and the collective understanding of the class

Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Plan for how pupils will receive and use feedback.

Delivery of marking and feedback

The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback are followed.

Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject and is then used by pupils.

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

Effective oral and written marking and feedback will enable children to be well motivated, confident and take increasing responsibility for their own development and progress.

Effective oral and written marking and feedback will enable children to develop the thinking and language skills needed to reflect on their learning.

Make feedback interactive through discussion, suggestions and questions enabling children to contribute their thoughts and ideas about progress, learning needs and what to do next,

Link oral and written feedback to assessment criteria, learning intentions and success criteria that children fully understand; the purpose of this feedback should enable each individual child to make rapid progress.

Examples of Marking and Feedback Strategies

The following are a range of strategies used to assess, provide feedback and provide opportunities for pupils' response in order to support planning for future lessons.

Live marking

Oral feedback

Peer support

Written feedback

Self-marking

Whole class marking and feedback

Time given for children to respond to given feedback and marking

Marking and Feedback Guidelines:

Subject	Minimum Requirement
Where appropriate, teachers may choose, annotate work to support marking and assessment to show the level of support involved: <ul style="list-style-type: none"> • I – independent work. • T – supported by a teacher. • TA – supported by a teaching assistant • S – work done with a supply teacher 	
English books	<ul style="list-style-type: none"> • Live marking for in the moment feedback and to support immediate class teaching / next steps. • When marking, either in the moment or following the lesson, the symbols located in Appendix, A, B & C are to be used. • Presentation, spelling, punctuation and grammar (non-negotiables) will be marked in addition to the learning objectives, at an appropriate level for the child's attainment and with clear expectations about children applying previously taught skills. • High standards of presentation are expected throughout.
Independent writing books	<ul style="list-style-type: none"> • When assessing children's independent writing, for summative assessments, future individual target/s are derived from this piece of work.
Maths books	<ul style="list-style-type: none"> • Live marking for in the moment feedback and to support immediate class teaching / next steps. • Peer/self-marking to support immediate class teaching and individualised next steps. • Whole class follow up groups to be identified. • Green pen improvement time, next to error.
Reading Journals	<ul style="list-style-type: none"> • Marking reflects the achievement made of the learning objective by the highlighting of either the title or learning objective whether this be evident through written work, via verbal communication or other means. <i>Blue - learning objective exceeded</i> <i>Green – learning objective met</i> <i>Yellow - learning objective partially met</i> <i>Pink - learning objective not met</i> • Presentation, spelling, punctuation and grammar (non-negotiables) will be marked in addition to the learning objectives, at an appropriate level for the child's attainment and with clear expectations about children applying previously taught skills. • High standards of presentation are expected throughout.
Foundation Subjects – RE, PSHE, science, history, geography and French	<ul style="list-style-type: none"> • Marking reflects the achievement made of the learning objective by the highlighting of either the title or learning objective whether this be evident through written work, via verbal communication or other means. <i>Blue - learning objective exceeded</i> <i>Green – learning objective met</i> <i>Yellow - learning objective partially met</i> <i>Pink - learning objective not met</i> • Presentation, spelling, punctuation and grammar (non-negotiables) will be marked in addition to the learning

	<p>objectives, at an appropriate level for the child's attainment and with clear expectations about children applying previously taught skills.</p> <ul style="list-style-type: none"> • High standards of presentation are expected throughout.
Foundation Subjects – DT, art, music, PE, computing, learning journals and personal journals	<ul style="list-style-type: none"> • These subjects do not require formal written marking but live and oral feedback is given throughout the learning objective. • Work is then assessed to support future planning and individuals' next steps. • Teachers may choose to keep informal written notes, based on the learning objective, to support their teacher judgements required for reports, data gathering and analysis.
Homework	<ul style="list-style-type: none"> • Homework is acknowledged with either a stamp, sticker or, in exceptional circumstances, a written comment.

APPENDIX A - KS1 Marking Symbols

CL = capital letter

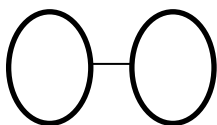


= finger spaces

Punc = missing punctuation ? or . = which is needed

Adj = put in an adjective

Adv = put in an adverb



= conjunction needed


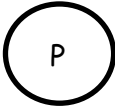
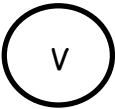
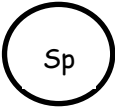





= love it


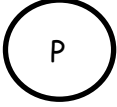





Sp = Spelling error

^ = missing word

APPENDIX B – LKS2 Marking Symbols

	Check for missing capital letters. Check for capital letters in the wrong place.
	Check for missing punctuation.
	Can you improve the vocabulary? Change ordinary words for more exciting ones?
	Check the spelling of words in this sentence.
	Check the sense of this sentence.
	You have used a really great writing feature or word.
	Great work / great effort.

APPENDIX C – UKS2 Marking Symbols

	Check for missing capital letters. Check for incorrect use of capital letters.
	Check your punctuation.
	Improve your vocabulary.
	Check the spelling of words in this sentence.
	Check the sense of this sentence.
	Check you have used a variety of sentence structures.
	You have used a really great writing feature or word.