



Rooted in the community – growing for the future

Feedback (including marking) Policy

Written February 2014, updated April 2017, June 2022 and
July 2024

Adopted at TLPSC of Governing Body on 13th May 2025 and
signed by the Chairs of Governors, Antonia Nicholls and David
Walls:

.....*A.Nicholls*.....*D.Walls*.....

This policy is due for review by Summer 2029

All our policies should be read in conjunction with our Shire Oak
Values and the principles and practices detailed in our Equalities
Policy.

Marking and Feedback Policy

Introduction

As part of the overall process of assessment, we regard the giving of feedback (including marking) as an integral element of the teaching and learning process.

As such, we take a professional approach to the tasks of marking and feedback and appreciate that staff make a choice about the forms of feedback children are given.

Why do we do it?

As part of the overall process of assessment, we regard feedback (not exclusively marking) as an integral element of the teaching and learning process.

The most powerful form of feedback is clearly oral, face to face dialogue between teacher and children or children give feedback to each other.

Shirley Clark, quoted in Assessment for Learning

Teachers need to be aware of what work needs to be properly marked and what work simply needs to be acknowledged. Professional judgement applies. Clearly as core subjects, English and Maths often requires quality marking, although there are exceptions (e.g. spelling tests, simple word and sentence level learning). (See below for further, specific notes.)

We think that celebration and praise are important parts of children understanding their strengths and feeling proud of their achievements.

What should we do?

- Show children that we value their work and encourage them to do the same.
- Provide the children with a clear picture of how far they have come in their learning and the next steps.
- Promote self – self and peer assessment and therefore promote independent learning
- Share understanding and identify misconceptions
- Use marking and feedback conversations to provide a basis for summative and formative assessment, and therefore to inform future learning.
- Marking and feedback should be related to individual needs, attainment and ability
- Follow consistent practice throughout the school
- Give quality time for the understanding and response to feedback and marking

How do we do this?

The following procedures should be followed when marking work:

General:

- Marking should always be seen as an opportunity to progress children's learning whilst providing motivation and encouragement. Comments need to be precise and linked to the learning and be easy for the child to understand.
- All work should be marked in green pen. Comments to be written in Shire Oak handwriting.

- Comments should be appropriate to the age and ability of the child. (NB Younger children and children with SEND or who are EAL will particularly benefit most from immediate, verbal feedback.)
- Adults should use the agreed marking notes (see notes below)
- Feedback must come within a safe, trusting environment.
- Feedback and marking can come from teachers and teaching assistants.
- Marking and feedback should involve the child as much as possible and come promptly, even during or straight after the activity (this can be a good opportunity for the use of visualisers, cameras or other forms of technology); marking during an activity can be very effective in a guided group situation or one-to-one level.
- The main objective is not to find fault but to help children learn. Stars and steps are more helpful than correcting/ highlighting errors.
- Children can learn to mark work by peers (especially quizzes and work with very clear success criteria). This should be done using a purple pen. Purple pens are also used for self-evaluation. (Year 6 may have different systems as the year progresses.) Other peer-assessments e.g. providing feedback in PE and about homework, can be nurtured in a supportive learning environment.
- In Foundation and Key Stage 1, comments may be directed towards the adults working with that child, providing a record of the child's achievement, how much help was given and what the next steps are. Encouragement can be given verbally or through the use of praise, stickers, stamps, smiley faces, etc.
- KS2 children can be encouraged to respond to marking by writing a response where appropriate.
- Marking needs to be done as soon as possible after the work has been completed, i.e. within 2 lessons in that subject/topic
- Marking needs to be shared with pupils, allowing them time to make corrections, reflect or act on other advice/targets given. Routines should be established, such as starting lessons or registration periods with a time to respond to marking in books. Alternatively/ additionally it may be helpful to schedule one or two sessions a week for responding to marking and doing corrections. It is important that designated time is given and protected for this work.

English and Maths

`Stars` and `Steps` should be used: aim for more stars than steps

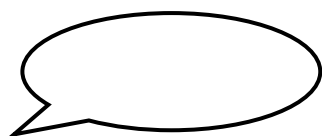
Comments (whether stars or steps) should refer to;

The Learning Objective
A child's curriculum target
Previous steps
Key learning

Guided work and other forms of learning may merit a comment in pupils' books e.g. *'You showed me that you understand the learning objective.'* particularly where that will be a useful record for the teacher or something the children will benefit from.

Adults should make additional notes whenever pertinent. This could include the following:

Where a teacher has discussed the work OR when a supply/student teacher has been in:



ST

This may also include an indication of how independent the work was (e.g. was it independent, supported by an adult or used resources, such as Numicon.)

I

S

Numicon

How much marking do we do?

It is not practical, or desirable, to mark every single piece of work. The focus should always be on marking for a purpose. Marking books, however, does send a signal to children and parents that work is noticed and valued so pages and pages of unacknowledged work should be avoided. A mixture of quality/detailed marking, acknowledgement marking, peer and/or self –marking alongside verbal feedback is perfectly acceptable. Although we do have a symbol for verbal feedback, we consider progress in children's work to be the best evidence that feedback has been effective.

Work in purple extended writing books should be marked and targets given consistently. Consideration should be given to how the children will use that feedback (e.g. should they have their purple books open when drafting their next piece of work? Should the targets be applicable to different genres of writing so they can be followed up in the next topic?)


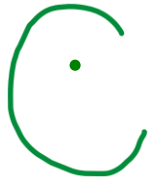

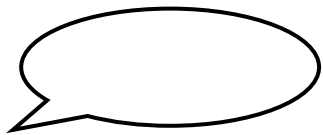



Senior leaders regularly review marking as part of feedback to ensure that the quality, quantity and balance is appropriate for helping children to make the best possible progress. They share identify and share good practice and give specific targets where appropriate.

Marking

I know what
was good
about my
work...



...and what I can do
to make it even better
next time!

 Correct	<p>.</p> Wrong. Incorrect.	 Correction
<p>?</p> What do you mean?	<p>ST</p> Supply/student Teacher	<p>LO </p> Learning objective achieved.
 You've talked with your teacher.	 What the best parts of your work are.	<p>→</p> How you can make your work even better next time.
<p>S Work done with adult support. Work done independently. I Work done with resources. Numicon</p>	<p>sp.  g. p. </p>	Targeted spellings – a maximum of 3 and focus on red words/key spelling rules/ words that would reasonably be expected to be known.

Give children time to respond!

