



Holmwood and Ashbrook School

FEEDBACK AND MARKING POLICY

Reviewed by	Date	Next Review date
Deputy Headteacher (v.1)	March 2021	March 2022
Head of School (v.2)	January 2022	January 2023
Head of School Holmwood (J Elford) and Exec Head Ashbrook (J Ainscow) (v.3)	May 2023	August 2023
Headteacher Holmwood (J Elford) and Headteacher Ashbrook (J Ainscow) (v.4)	September 2023	August 2024
Headteacher Holmwood (J Elford) Headteacher Ashbrook (J Ainscow) (v.5)	September 2024	August 2025
Headteacher Holmwood (J Elford) Headteacher Ashbrook (J Ainscow) (v.6)	September 2025	August 2026
Headteacher Holmwood (L Eldridge) Headteacher Ashbrook (J Ainscow) (v.7)	September 2026	August 2027

INTRODUCTION

This policy outlines the nature and management of marking and feedback at our schools, where we take a professional approach to marking pupil's work and giving children high-quality feedback. We believe that a pupil's active involvement in the marking and feedback process contributes to the learning process and therefore raises standards.

PURPOSE

- To ensure continuity and consistency in our approach to pupil's work.
- To ensure our expectations are clear to pupils, staff and parents.
- To ensure assessments, both formal and informal, are accurate and robust.

RATIONALE

We believe that regular marking and feedback is a form of assessment which should inform both the staff and the children. For children, marking and feedback demonstrates that as staff, we are interested in and value their effort. It enables us to praise and confirm achievement against lesson objectives and success criteria and to identify areas to improve. Marking enables an evaluation of the method of teaching, the content or skills taught, and it informs future planning, ensuring continuity, progression and differentiation. Marking enables us to praise and confirm achievement and identify areas to improve. Feedback allows children to take responsibility for their own learning journey; they are aware of the next steps they need to take to improve.

WHY DO WE MARK CHILDREN'S WORK?

- To help teachers monitor pupil's progress and to diagnose what has not been understood in order to assist future planning and learning; providing a basis for both formative and summative assessment judgements.
- Achievements are recognised thus giving pupils encouragement and building confidence.
- Children know their work is valued and praised.
- Children are aware that the task set has been completed.
- To allow children to see the extent to which they have met the lesson objectives and success criteria.
- To identify any misconceptions.
- To scaffold future learning.

WHY DO WE GIVE VERBAL OR WRITTEN FEEDBACK?

- To give pupils information about their strengths and weaknesses.
- To remind, instruct, or challenge them.
- To recognise efforts, progress and provide reward.
- Direct pupils to what they need to do to improve; the next steps they need to take.
- Encourage children to strive for improvement.
- Inform parents/carers about their child's areas for improvement.

EFFECTIVE MARKING AND FEEDBACK

- Is embedded in daily classroom practice and consistent through the school.
- Takes place with the child present (where possible), allowing opportunity for the child to think for themselves.
- Is only of value if time is allocated for the child to read and respond.
- Is appropriate to age and ability.
- Is specific, to ensure focus.

- Is constructive and formative.
- Relates to the lesson objectives and success criteria.
- Is based on previous attainment.
- Encourages correction of errors.

STANDARD SCHOOL PRACTICE

There are three strategies for marking in order of importance;

- **Immediate** – at the point of teaching, e.g. ticks, verbal feedback re: misconceptions/errors, voice notes on iPads
- **Summary** – at the end of the lesson e.g. rewards for effort or highlighting of lesson objectives/success criteria.
- **Review** – away from the point of teaching, e.g. to make changes to the next lesson due to high numbers of errors/misunderstanding, differentiation necessary for small groups, or support and interventions required for individuals and to build in assessment opportunities.

There are two different types of marking;

- **Attainment marking** – how well the child has performed against the lesson objectives. Green highlighter indicates the objective has been achieved, and yellow highlighter indicates the child is working towards achieving the objective. All children should, at some point, have yellow highlighter in their books to indicate the child is being sufficiently challenged. A tick informs the child that the work is correct.
- **Improvement marking** - supports the child in moving forwards in their learning. Green pen on the child's work indicates the teacher has found successes which link to the lesson objectives and/or the child's targets
Pink pen on the child's work indicates areas to improve. Improvement marking will take place a minimum of once a week for every child in both English and maths. This can take the form of verbal feedback in the moment, corrections, or moving learning forward after the lesson. This can also take the form of verbal feedback via a voice note. Pupil premium children will have verbal feedback to move learning forward every lesson.

OTHER GUIDELINES

- **Green is used by staff to mark.**
- **Improvements to be marked in pink pen.**
- Staff will mark using the super six method. Every English and maths lesson the teacher will do and in-depth feedback mark with the children while working with them. All children are to have at least one in depth mark in maths and English every week. Pupil Premium children will have a minimum of two sessions a week.
- Pupils will correct their own work throughout the lesson by circling errors and re-write correctly above or at the side of the error.
- Children use pencils unless they are using handwriting pens to practise handwriting skills.
- Phonetically plausible attempts at spellings are accepted but misspelled Common Exception words for their specific year group should be identified with a pink '**sp**' and corrected.
- When children are given opportunities to edit and improve their work, they will use a **purple pen**. This includes in RWinc when correcting hold a sentence for groups Yellow and above, as this is an editing skill.
- Scaffolds and prompts to move learning forward should be written in **pink**.
- When marking writing across the curriculum, basic skills of writing that are age appropriate should still be highlighted, e.g. capital letters/full stops/fingers spaces, along with subject specific achievements or areas to improve.
- If a child is absent this must be indicated in the book with '**Absent**'.

- The teacher/staff member responsible for the marking of the work must indicate their initials on the page – this will help support staff if further development is needed.
- If a supply teacher does not mark the work, ST may be written, teachers are unable to mark work taught by others and with no context.
- Pupil premium work marked first.

MARKING CODE/GUIDELINES

These codes are used when marking all children's work;

	This indicates the WALT/LI is fully achieved. A minor mistake is allowed.
	This indicates the WALT/LI is not fully achieved. The child is still working towards it. Several mistakes made.
	Use this to indicate VERBAL FEEDBACK has been given or a discussion has taken place with a child. Ensure that you add a word or phrase to indicate what the feedback focussed on
	Use this when a child has been SUPPORTED OR GUIDED in completing work.
	Use this to indicate work is CORRECT .
	Use this to indicate work is INCORRECT .
CI or AI Child or Adult Initiated	In EYFS – these indicate the work is either initiated by the child or a child has been identified by the teacher to complete a piece of work, during activity time. It can then be dated, marked CI or AI.
	Spelling mistake
	Missing word

EQUAL OPPORTUNITIES/INCLUSION

Holmwood and Ashbrook Schools are fully inclusive. All pupils are entitled to a broad and balanced curriculum, regardless of disability, SEN, ability, gender, race, class, creed and belief in accordance with the schools' policies for Equal Opportunities and Equality. The marking and feedback curriculum will provide equal opportunity through;

- Marking and feedback which is well matched to the different needs of pupils (adaptive teaching)
- Equity of access and relevant provision for all pupils.

MONITORING/REVIEW

- Subject leaders will monitor the feedback and marking in their subjects as part of the schools' monitoring procedures.
- Regular monitoring of marking will also take place in year group meetings as part of work moderations.
- SLT will monitor on a regular basis through discussion and work scrutinies, to be able to take account of any improvements needed to be made to practice. Progress Teacher will

be used for monitoring records, including lesson dips, environment walks, book looks and teacher conferences.

LINKS TO OTHER POLICIES

- Assessment policy
- Teaching and learning policy
- Inclusion policy