



MARKING AND FEEDBACK POLICY

Our mission statement: '**Valuing Potential, Creating Opportunities'**

This policy to be read in conjunction with Assessment for Learning Policy, Equal Opportunities Policy, SEND Policy, Teaching and Learning Policy

POLICY REVIEW

This procedure has been agreed by the staff and Governors and will be reviewed in line with the school's cycle of review.

DATE OF POLICY	September 2025	DATE OF NEXT REVIEW	September 2027
MONITORED BY	SENIOR LEADERSHIP TEAM, PUPIL PROGRESS COMMITTEE		

VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

RATIONALE

At Hartsbourne, we recognise the importance of marking and feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

Research shows that effective feedback should be:

- Motivating: marking should help to motivate pupils to progress and take ownership of their learning.
- Meaningful: marking should vary by age group, subject and what works best for the pupil.
- Manageable: marking practice should be proportionate, so that teacher's time is used efficiently to maximise learning.

KEY PRINCIPLES

At the core of our marking and feedback policy are the following principles:

- The sole focus of marking and feedback is to further children's learning.
- As such, marking and feedback is 'for' the children and should quickly communicate to them what they are doing well and where they need to improve.
- Marking and feedback is most effective when it is received during the lesson, on the same day as the lesson took place or during the following lesson (within that subject).



- The majority of a teacher's time when marking should be spent analysing trends in pupil's work, on either a whole-class or small-group level, and adapting subsequent lessons to address said trends.
- As well as furthering children's understanding of subject-specific academic requirements, marking and feedback should also teach them to take pride in the presentation and quality of their recorded work.

MARKING AND FEEDBACK IN PRACTICE

Marking and feedback will usually take place at one of four common stages in the learning process:

1. 'Marking in the moment' – marking or feedback that happens during the lesson.
2. Summary Feedback – marking or feedback that takes place after a lesson has finished.
3. Follow-Up Interventions – marking or feedback that takes place between the end of one lesson and the beginning of the next.
4. Subsequent Feedback – marking or feedback that takes place in a subsequent lesson.

Marking in the Moment

Teachers will provide a constant stream of feedback throughout lessons when responding to children's contributions to discussion, suggestions or answers to questions. This verbal feedback will be skilfully administered to ensure children feel that their contribution was worthwhile but also to help them understand whether or not it was correct/appropriate and how it might be improved if not.

During individual, paired or group work, teaching staff and support staff will provide immediate marking and immediate feedback to either designated individual children, small groups or the whole class through circulation. This feedback will be short, focused and designed to either correct a child who has made a mistake or hasn't properly understood the task at hand, or to stretch and challenge children who are making accelerated progress.

In this case, marking and feedback will be evidenced by adult annotations in pink pen, or the codes 'S' (for work that was supported) or 'VF' (for work that was adjusted/acknowledged following verbal feedback).

Summary Feedback

Teachers may utilise or adjust planned plenary sessions in lessons to provide summary marking and feedback at a whole-class level. This may include:

- Discussion of trends noticed during the lesson to dispel misconceptions or celebrate progress.
- Opportunities for children to share work and receive verbal feedback from adults and their peers.
- Opportunities for children to share work on the interactive whiteboard and receive annotated feedback from adults and their peers.



Following the completion of a lesson, teaching staff should assess all recorded work. The focus of assessment is ensuring children have met their lesson objective and planning next steps for those who haven't. Where common trends are spotted at a whole-class level, teaching staff will adapt subsequent lessons to address these, for example in the starter activity the following day. Where common trends are spotted for a small group of children or an individual, a follow-up intervention will be planned to address this ahead of the next lesson.

In this case, marking and feedback will be evidenced by teacher signatures or similar, as well as subject-specific codes where relevant (e.g. UL for underline with a ruler), or codes such as VF to denote that verbal feedback was given for this work. Corrections of key spellings may also be seen, with children encouraged to correct and practise these.

Follow-Up Interventions

Where individuals or small groups of children require further intervention or re-teaching, teachers should organise for this to take place between the end of the previous lesson and the start of the next. Appropriate times for this may include during assemblies, immediately after lunch or first thing the following morning. These sessions will either be delivered by the class teacher or a teaching assistant with the goal of ensuring that the child has fully understood the previous learning objective before addressing the next one.

In this case, marking and feedback will be evidenced by the code 'Int' or 'Intervention' as well as evidence of adult and child writing below the previous piece of work.

Subsequent Feedback

Where teachers have spotted a whole-class trend following reviewing the books, they should adapt subsequent lessons or a sequence of subsequent lessons to address this. This may include adapting a starter session of the following lesson to address specific issues or correct misconceptions, but could also involve adapting an entire unit of work to ensure that a previous learning objective has been achieved (e.g. pushing back a lesson on fronted adverbials to ensure mastery of adverbs as a concept). This practice reflects the core principle of marking and feedback being a tool to further teaching and learning: the sequence of learning is being necessarily adapted to ensure that children have understood previous steps.

In this case, marking and feedback is unlikely to be evidenced in children's books but may be noticeable through lesson observations (e.g. observing a teacher use the phrase "I noticed in your work yesterday that many of you were doing 'X', so we are going to...").

OTHER KINDS OF MARKING AND FEEDBACK

Written Feedback

As specified in our core principles, it is not conducive to pupil progress or staff workload for teachers to be asked to write lengthy comments on multiple pieces of work per day.



However, if teachers feel that a written comment would be useful, this would be permitted providing it does not take the place of verbal feedback. There will also be subject-specific opportunities for more extensive written feedback from teachers, e.g. written evaluations of completed art or DT work.

Self and Peer Marking

There will be opportunities for children to mark their own work and the work of a peer (using a different colour) throughout their time at Hartsbourne, such as:

- Marking their own answers
- Swapping books with a partner and marking each other's work
- Editing and improving their own written work
- Evaluating either their own or a partner's completed work in art, DT, computing etc
- Peer marking written work with a partner, highlighting what has gone well and making corrections.

Summative Assessments

Periodically, teachers will administer summative assessments to check children's progress and form overall judgements of a child's attainment. Whilst these assessments will require marking, direct feedback to the child about them would not be appropriate except in specific cases, e.g. Year 6 children reviewing practice SATs papers. Other forms of summative assessment, such as double-page spreads or end-of-term quizzes in foundation subjects, should be reviewed and acknowledged (perhaps through display) to assess a child's progress but would not be marked overtly.

Appendix - Maths Marking Codes



Maths Marking Codes

✓	Correct
•	Check
VF	Verbal feedback
Int	Intervention
UL	Underline with a ruler
RQ	Read the Question