

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



With God's love we grow and learn together

To be an inspirational place of learning. Together, with our community, we strive for excellence enabling every child to flourish.

Through our Christian ethos, we aim to empower our pupils to become independent, reflective learners able to contribute to our ever-changing and diverse world.

Marking and Feedback Policy

Led by:	Joanna Challis and Jo Warren (EHTs)
Date implemented:	March 2025
Date for next review:	March 2026
Approved by:	EHTs
ESCC policy / school	School

As a Federation, we are mindful of the research surrounding effective feedback and the workload implications of written marking. We have examined previous policies identifying areas that were supporting children's progress and those that had minimal impact, researched examples of good practice at other schools and used this to develop a feedback policy that we feel has the most impact on children's progress and learning.

Research from the Education Endowment Foundation (April 2016) shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell pupils when they are wrong.

Because of the changing nature of feedback and marking, this policy will be reviewed annually with staff and pupils.

Key Principles

- Feedback and marking should be used to further children's learning by increasing their understanding of how to improve, encouraging self-challenge and ownership of their learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to pupils according to age and stage of development.
- Feedback delivered within the lesson is more effective than comments provided at a later date.
- Feedback is provided by both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments (e.g. mini plenaries/using WAGOLs/whole class marking/discussion).
- Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity for greatest impact on future learning.
- All work in books should be acknowledged, using the marking codes, before the next lesson takes place.

For effective feedback to take place, children must understand what they are learning. To achieve this:

- The learning objective is shared at the point that is best for the children.
- When appropriate, success criteria are used. In most cases, these are developed with the children.
For example:

Creating success criteria after appropriate modelling from the teacher (for a new topic)

Children correcting or re-ordering success criteria

Through seeing an end product and identifying what is needed to be successful

Children are given opportunities to compare their work with the learning objective by:

Articulating to peers and teachers their understanding of the task and how it links with the learning objective.

- The use of mini plenaries and WAGOLLs, enabling children to analyse examples for success or improvement and providing further opportunities to magpie ideas.

Children are given opportunities to improve through:

- Live feedback, either as a whole class, group or 1-2-1 basis
- Teachers, HLTAs and TAs mark (either during the lesson or shortly after) in **green pen**
- Children self-correct/edit and improve their work in **purple pen**
- Peer assessment can be in **pink pen** or on a post it note.

The majority of feedback should be delivered during the lesson as this is deemed most effective.

Immediate - within the lesson

- Providing feedback through whole class teaching, including mini plenaries and addressing misconceptions.
- Often given verbally (or through marking codes) for immediate action as a group, 1-2-1 or whole class.
- May involve the use of a teaching assistant to provide support or further challenge.
- May re-direct the focus of learning or the task.

Summary - end of the lesson

- Takes place at the end of a lesson or activity.
- Often involves groups or whole class.
- Provides an opportunity for evaluation of learning.
- Teacher, self or peer assessment is used against an agreed set of criteria.

Review - after the lesson

- Takes place away from the point of teaching.
- Takes place if immediate / summary feedback was not possible or sufficient.
- May involve written comments/annotations/marking codes for pupils to read and respond to.
- Written comments should be minimal and precise. They should avoid generic statements such as 'we will look at this again'.
- Comments could celebrate success, provide opportunities for further challenge as well as indicate improvements needed.
- Informs future lesson planning.
- May inform target setting.

Marking Code

All adults to use green pen when marking. HLTAs and TAs should initial any work they have marked. Supply teachers should write the word 'supply' or use a supply stamp.

Appropriate marking codes will be used from EYFS through to Year 6. Written comments should be succinct and only used if verbal feedback is not possible and only for pupils who are able to read and respond independently.

Marking Codes as follows:

VF	Verbal feedback given.
✓	Answer / work is correct / good word or phrase has been used.
✓✓	For an exceptional / above expected response, word or phrase.
●	Answer is incorrect.
SP	Spelling error – written in margin (stage appropriate - see notes below)
P	Punctuation error - written in margin (stage appropriate - see notes below)
//	Indicate the need for a new paragraph with // in the margin or within the writing (stage appropriate)
➔	An arrow in the margin suggests improvement on a given line <i>e.g. read for sense, repetitive, tenses, word or phrase omitted or better option needed (underlining &/or ^ if stage appropriate)</i>
	In top left corner to indicate support provided and by whom. e.g.  SM

Additional Guidance

Spelling & Punctuation:

- Not all spelling or punctuation errors need to be corrected – up to 3 is considered best practice. Corrections should be linked to the appropriate stage for each pupil.
- Levels of support will be adapted as follows:
 - SP or P in margin (underline spellings, circle or underline punctuation error)
 - SP or P in margin (on the same line as the error)
 - SP or P at the bottom of the piece of work (to encourage independent review and editing)

Maths:

- Reversed numbers are circled and modelled correctly.
- Distinguish between a mistake and misconceptions or incorrect methodology. The latter should always be addressed as soon as possible and always before progressing to the next stage of learning.

Adult's Handwriting:

- When marking, handwriting should be legible and follow The Weald Federation's Handwriting Policy. This should be in print or cursive, depending on the stage of the child.