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# MARKING AND FEEDBACK POLICY

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Approved by	Local Governing Committee
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## 1. Introduction

As a school we recognise the importance of feedback as part of the teaching and learning cycle, aiming to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback and marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF), and other expert organisations. The EEF research 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 meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, at St. George's, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:

- Meaningful, manageable and motivating
- That the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons

## 2. Key Principles

Our policy on marking and feedback has at its core a number of principles:

- The sole focus of marking and feedback should be to further children's 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 ability
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than written comments provided at a later date
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments eg mini plenaries, use of a visualiser, peer scrutiny
- Feedback is part of the school's wider assessment processes which aim 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 so that it might impact on future learning. When work is reviewed, it should be acknowledged in books using the school's marking codes.

Alongside the above we understand for effective feedback to take place, children must understand what they are learning, they must be given opportunities to compare their work with the learning objective and must be given opportunities to improve.

## 3. Feedback and Marking in Practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

- Immediate feedback - at the point of teaching, during the lesson

- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching

As a school we believe feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning, especially for younger pupils. Where feedback is based on review of work completed, the focus will often be shared through whole class feedback. These practices can be seen in the following ways:

Type	What it Looks Like	Evidence
Immediate	<ul style="list-style-type: none"> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• Includes the teacher gathering feedback from children including book work, white boards etc</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks/lesson observations/progression within books</li> <li>• Use of marking codes in books as appropriate</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often includes groups or whole class</li> <li>• Provides an opportunity for evaluation of learning in lesson</li> <li>• May take the form of self or peer assessment against agreed set of criteria</li> <li>• May guide a teacher’s further use of feedback focussing on area of need</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks/lesson observations/progression within books</li> <li>• Evidence of self and peer assessment in books</li> <li>• Lesson ‘Marking and Feedback Grid’</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• Written comments on the ‘Marking and Feedback grid’ will inform future teaching and the review section of the next session.</li> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Leads to adaptation of further teaching/lessons/tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations – feedback followed by action from pupils.</li> <li>• Lesson ‘Marking and Feedback Grid’</li> <li>• Adaptations to teaching sequence – Next steps on ‘Marking and Feedback Grid’ evident within teaching/books in following lessons and/or planning</li> <li>• Use of annotations to inform future grouping</li> <li>• Marking Codes and pupil responses in books</li> </ul>

All work will be acknowledged in some form by class teachers using marking codes and/or feedback from the lesson ‘Marking and Feedback Grid’ this will be dependent on the child’s age and ability.

## 4. Marking Codes

### Reception

In Reception, the majority of feedback will be given verbally. The following codes may be used where pupils are reaching a level of independence within learning. There should be a strong emphasis on developing correct letter and number formation, appropriate key words and phonetic spelling. There may be some initial use of the 'Marking and Feedback Grid' to offer feedback to small groups of pupils.



Learning objective/ Success Criteria achieved



Independent



Acknowledgement that the teacher has looked at the work and noted feedback on their 'Marking and Feedback Grid' when appropriate.

### Key Stage 1

In Key Stage 1, most pupils should develop a greater level of independence within learning. Most pupils should be able to respond to marking codes without the support of an adult. The 'Marking and Feedback Grid' should be used to give group feedback and by year 2, pupils should begin to respond to feedback delivered to the whole class.



Learning objective/ Success Criteria achieved



Spelling correction required (written next to/above word)



A question needs correcting (written where correction is required)



With support



Acknowledgement that the teacher has looked at the work and noted feedback on their 'Marking and Feedback Grid'

### Key Stage 2

In Key Stage 2, pupils should have a greater level of independence within learning. Pupils should be able to respond to marking codes without the support of an adult. The 'Marking and Feedback Grid' should be used to give whole class and group feedback with pupils responding to feedback as appropriate within their books/on white boards.



Learning objective/ Success Criteria achieved



Spelling correction required (written in margin – on the line / by the paragraph where correction is required dependent on individual child's ability)

**C** A question needs correcting (written in margin – on the line / by the paragraph where correction is required dependent on individual child’s ability)

**WS** With support



Acknowledgement that the teacher has looked at the work and noted feedback on their ‘Marking and Feedback Grid’

Detailed written marking may be used by the teacher where appropriate, such as responding to ‘Hot Writes’ in English, extended writing in History/Geography or extended tasks in maths/science. Detailed written marking should focus on the positive achievements within the piece of work and next steps to aid future learning. They should be specific and link to the subject and learning objective of the lesson.

## 5. Marking and Feedback Grids

At St George’s, the main emphasis is on quality feedback to pupils’ which recognises strengths and supports progress in learning. Marking and Feedback Grids are used to gather quality information about pupil’s work which can then be shared with pupils in the next lesson (Appendix 1). This minimises the time spent on written comments whilst increasing the time spent planning and delivering effective feedback which can be shared in groups or as a whole class. At St George’s, ‘Focussed Response Time’ is set aside within lessons allowing feedback to be delivered and acted upon by pupils.

To aid presentation within books, school staff will mark using green pen whilst supply teachers will use black.

