



Marking and Feedback Policy

| Approved/reviewed by | |
|----------------------|----------------|
| The Governing Body | |
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Introduction

The school will ensure that learners will build on their ability to reflect on their learning through regular feedback from staff. This will enable them to understand their progress and achievement and equip them with a clear understanding of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

Objectives

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image and growth mind-set for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement.
6. To standardise the marking procedures throughout the school.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
8. To provide evidence for assessment, recording and reporting.

Principles of marking and feedback

- Marking will be against the learning intention and individual targets
- Any learning points / misconceptions will be addressed.
- Learners will have the opportunity to reflect on their feedback and question comments.
- There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.
- The following pens will be used:

| Stationery used | Task undertaken |
|-------------------|--|
| Blue or Black pen | Learner's work |
| Red pen | Teacher feedback |
| Green pen | Response to teacher feedback / peer assessment / self-assessment or uses of extra time |

The Five Main Types of Formative Marking and Feedback at Edith Kay Independent School

- In-Depth Teacher Marking
- Peer/Self-Assessment
- Verbal Feedback
- Marking for Literacy Using Whole-School Codes
- Light Touch/Acknowledgement Marking

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given. 'Target Achieved' indication from the teacher should be used to recognise that learners have acted upon their targets.

Peer and Self-Assessment

This can be a useful activity if done sparingly and, in an environment, where learners have been taught to do it effectively. This should be done in black/blue pen to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some teachers may use this type of feedback more frequently because of the nature of their subject. How feedback is given can vary, for example, in art, carpentry and nutrition, the most effective feedback is often verbal.

In subjects such as English, science, maths etc. verbal feedback may be identified as having taken place using the **VF Code**. The importance of individual and whole class oral feedback is recognised but learners themselves should record what feedback they have been given. This can be achieved by training learners to write next to the code in their books / folders. Again, this should be recorded with black/blue pen.

Marking for Literacy Using Whole School Codes

As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes.

| Code | Explanation |
|----------------------------------|---|
| Sp (with word underlined) | Try this spelling again |
| o | Missing full stop or comma |
| // | Begin a new paragraph |
| Exp | Awkward expression |
| T | Mistake in the use of tense |
| WO | Show your working out |
| Cap (with letter circled) | Capital letter should have been used |
| ss | Sentence structure is unclear |
| v | Vocabulary choice is inappropriate or could be improved |
| ? | Meaning unclear |
| ✓ ✓ | Indicates excellent section of work or a particularly well chosen word or phrase (primary phase only) |
| ^ | Word missing / inset word or letter |

Light Touch/Acknowledgement

Teachers will acknowledge all work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment-based comments.

Teacher Guidance for effective marking:

- 1. Keep it focused.** If you simply hand back work to learners and tell them to improve it all then the response will invariably be less than successful! They need specific support and to avoid overloading learners we need to focus in upon specific improvements to their work.
- 2. Model and scaffold.** Models of work, with specific strengths or weaknesses, are crucially effective toward increasing learner understanding. Seeing an outstanding exemplar helps lessen the load and gives learners a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work i.e. What, Worked, Well....Even Better If
- 3. Targeted feedback.** If learners are receiving regular high-quality feedback that is targeted and precise in each of their subject areas then cumulatively, they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful learning – Where learners “fit” within the level, what stage are they at and how can they move on to the next level.

Currently using 9-1 grading system with descriptors and the following stages are used:

Access – Grade 1-2

Emerging – Grade 3

Developing – Grade 4

Securing – Grade 5-6

Mastering – Grade 7-9

- 4. Utilise verbal feedback to support marking.** If we establish a really clear focus for marking, with good quality models, scaffolds and targets for improvement, then learners should be sufficiently focused to allow the teacher to undertake good quality ‘one to one feedback’ whilst a learning review is taking place.

Level of support indicators

It is important to note the level of support a learner has had with a piece of work. The following codes will be used to identify this:

| Code: | Explanation |
|------------|--|
| G | Guided group work – teacher led |
| 1:1 | One to one work |
| S | Supported work by tutor /classroom assistant |

Outcomes

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievements and progress. It will be used to underpin clear and accurate feedback to learners and parents.

Scrutiny The scrutiny of marking and feedback will be carried out once each term as indicated on the monitoring cycle.

- Every half term a small selection of books will be requested from all staff. These will be checked in the academic meeting and good practice will be discussed and shared.
- The Head Teacher will carry out further scrutiny each term on the standard and quality of marking / feedback within each subject.

Formal Assessments

It should be noted that formal assessments should be separate to book-based work and identifiable as such. Assessment will reflect and support the objectives as stated in our Curriculum policy. Assessment, in this regard, is used to encourage, develop and support the skills inherent in all subjects on offer.

Monitoring and Tracking Progress

Learners will be able to identify their progress towards their targets after each assessment. All learners will track their progress over a series of assessments, these will be summarised on learners' books and folders. Learners should be involved in tracking and monitoring their progress.

Policy Review This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

What Constitutes Effective Marking and Feedback?

Focus 1: Marking for Literacy

- Do learners receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?

Focus 2: Frequency of marking/Feedback

- Are there examples of in-depth teacher marking as well as other forms of feedback within an appropriate period of time?

Focus 3: Monitoring of progress

- Are learners able to track their progress towards their targets (yearly, termly etc)?
- Are staff and learners using the tracking sheets effectively? Are these kept up to date?

Focus 4; Quality of written feedback

- Do learners receive good quality, constructive written feedback?

- Are learners praised for positive aspects of their work?
- Do learners have an opportunity to respond to the feedback/targets?

Focus 5: Verbal feedback

- Is there evidence of verbal feedback?
- Is there evidence that learners record/respond to verbal feedback?

Focus 6: Peer and self-assessment

- Are learners trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?

Focus 7: Presentation

- Do learners take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?