

Marking and Feedback Policy

The purpose of marking and feedback is to make improvements to learning. At St. Andrew's, we believe that it is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Model Principles that guide our approach to Marking

Marking should be:

- *Meaningful*
- *Manageable*
- *Motivating*

Marking Children's Work

The Governors and Senior Leadership Team are committed to ensuring that the demands of marking and feedback to aid children's progress are appropriately balanced with staff workload. Staff are encouraged to use their professional judgement in their decision on the most suitable method for feedback, with clear rationale for how the method aids a child's progress.

There are many ways in which children's work is marked, including:

- Live marking
- Acknowledgement marking including the use of stickers, stamps and house points
- Use of marking and support codes
- Peer or self-marking
- Verbal feedback or 'marking in the moment'
- In-depth marking

Live Marking

Live marking is when the teacher marks and gives verbal feedback during the learning. It focuses on the process of learning and not the outcome. It is a more formal approach to verbal feedback and allows the teacher to give precise and immediate feedback that can be acted on immediately.

Live marking means that a teacher can clarify, check and correct a pupil's work with the child, ensuring that misconceptions are addressed.

Verbal Feedback is a form of live marking. Verbal feedback should take place during the learning time, while there is still time to act on it. It is personalised and specific to that child.

'Marking in the moment' is a feedback strategy, which involves teacher and child interaction during the lesson. Positive comments as well as suggestions for improvements will be made and work will be annotated by the VF symbol, negating the need for written feedback. Pupils are able to act upon the feedback given straight away. Putting pen to paper as a teacher circulates, to support pupils' learning, may also mean a reduction in written marking workload. Whole class feedback can be beneficial for addressing misconceptions. Other children will benefit too, from 'listening in' to the feedback.

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Acknowledgement Marking

Acknowledgement marking shows that the piece of work has been read by the teacher and acknowledged in the form of the marking and support codes, a comment, stickers or stamps.

Peer or Self-Marking - KS2 only

Children should regularly be encouraged to self-evaluate their own learning, as well as the learning of their peers by identifying successes and looking for ways to improve against the learning objective.

Children will be taught to identify areas of strength and development and the language in which to articulate to their peers.

Children will be taught to edit and revise their own work with the support of their peers, allowing an opportunity for verbal feedback and discussion about how to improve their work.

Any peer or self-marking will be in green pen.

Use of Marking and support codes for English

Marking and support codes to be used. Extended writing task may also have a checklist to support evidence of objectives and techniques covered during the unit.

Marking in Maths

Teacher to live mark as much as possible using the marking code.

Self-marking during/end of the lesson

Acknowledgement marking – a tick/sticker and sometimes a comment to improve or question

Housepoints/stickers to be used as rewards for excellent effort.

All other subjects which require exercise books

Teacher to live mark as much as possible using the marking code.

Acknowledgement marking – a tick/sticker and sometimes a comment to improve or question

Comments will be based on objectives from the lesson and be subject specific.

Editing and improving responses from child to be written using green pen.

Housepoints/stickers may be used as rewards for excellent effort.

Marking in the Early Years Foundation Stage

In Reception, the adults focus on giving oral feedback to the children but may also write comments to provide a narrative about the child's learning. Adults will often write a transcription underneath the work when required and use and acknowledgement marking. They will also annotate work with the following codes: WS - with adult support and I - independent

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Marking Code

O capital letter missing

S – spaces between words


• - missing full stop

VF – verbal feedback

sp in the margin and individual words **underlined** – this means you need to check your spellings (try your best to spell these correctly next time) Child to write word 3x in margin for key spellings

^ something is missing (can you put another word in here to improve the sentence?)

P next to a letter or a word – this means you need to check your punctuation (please use this correctly next time)

 underneath part of a sentence means re-read it. Something doesn't make sense or requires improvement

// in the margin – new paragraph needed

NS next step if applicable

✓ correct

X incorrect

WS with adult support

I independent work



Marking and Feedback Policy

Evidence informed reports to support this policy:

DfE (2014): Workload Challenge consultation responses

DfE (2016): *Reducing teacher workload: Marking Policy Review Group Report*

DfE (2018) Workload Challenge Research Posters

Examples of Marking Policies in other local and national schools.

Reviewed: Spring 2024

Approved by: Curriculum Committee

Next Review Due: Spring 2027

Monitored by: Head of School