

Creating a chance to SHINE everyday

Marking and Feedback Policy

Date	Version	Amendments/Comments	Reviewer/s
September 2023	V1		SW
September 2025	V2	Amended marking symbols	SW and staff

The purpose of feedback and assessment

As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach, which is age and ability appropriate. Marking is a tool for formative ongoing assessment and ensures children are effectively challenged. At Newbold and Tredington C of E Primary School, we believe feedback provides a positive reinforcement of the teaching and learning process. We believe that pupils' self-esteem and resilience will develop through a range of quality feedback, including: verbal feedback, teacher assessment, self-assessment and peer assessment.

Principles:

- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond feedback and to make improvements to their work.
- Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting.

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Distance written feedback after a lesson
- Whole class feedback
- Self- and peer-assessment

Live feedback within lesson

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books, either by the adult (V - finger spaces) .

Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps. Conferencing sessions are recorded in children's books in the same way as live verbal feedback (see above).

Distance written feedback

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

Whole class feedback

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.

Self-marking

- Children edit their own work in red pen according a given success criteria and have opportunities to correct as they go along.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Written Marking: Maths

- Work is marked in green pen with comment - tick successes rather than highlight
- Errors indicated with a dot

EYFS Nursery

Children will communicate with teaching staff about their learning through asking and answering questions during conversations with adults and their peers.

Reception




Children will communicate with teaching staff about their learning through answering questions and during conversations with adults. During focus tasks, feedback for the children will be predominantly verbal. Focus work **will be annotated for assessment purposes using the colours, faces and codes indicated below:**

Every piece of work should be assessed by an adult during the focus group session.

Monitoring

Books will be monitored regularly by subject leaders and SLT through book trawls, drop-ins and child discussions. Relevant feedback will be given within a week.

Marking Symbols

 Purple	L.O. achieved at greater depth
 Yellow	L.O. achieved
 Green	L.O. needs further support

* Indicates that the child isn't totally secure but very close to achieving. This can then be reviewed with an intervention.

Highlighters to indicate areas in the text (as above)

S - Support (with of note)

I - Independent

G - Group

In the margin near where the adult worked with the child.

V - Specific verbal feedback

Sp to identify spelling correction