



# Marking and Feedback Policy

**Date of next review: September 2026**

## **Policy aims**

- To provide a consistent approach so that pupils become familiar with and understand what marking means at Newsome Junior Academy.
- To formally recognise the place of formative assessment strategies in contributing to children's learning, progress and attainment.

## **Policy objectives**

- Create simple but effective guidelines and principles that ALL teachers and associate staff will follow consistently.
- Place pupil/teacher interaction at the heart of good quality teaching and feedback for pupils.
- Develop classroom practice to create independent learning behaviours, involving them in the feedback process and promoting resilience and reflection.

## **Purpose of feedback and marking:**

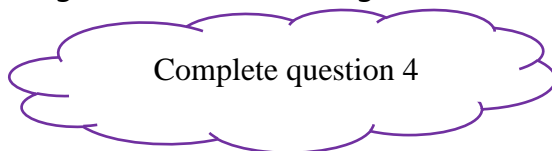
- To motivate children by building their self-confidence whilst informing them of where there are still gaps in their knowledge/skill.
- To accelerate progress by addressing misconceptions and errors for children to learn from.
- To inform teacher planning to address children's next steps.

## **Effective feedback and marking**

- Whenever possible, work will be marked in the presence of the child and immediate verbal feedback given in order to instantly address the child's misunderstandings, reinforce skills or extend learning.
- Other feedback and marking should take place soon after the work has been completed and handed back as soon as possible. Children should then be given appropriate time to reflect and respond to feedback and marking.
- Spelling, punctuation and grammatical errors **must** be addressed in line with the child's current learning.
- Children should be encouraged to assess their work ahead of final marking. This allows children to review work in relation to their learning targets, to perform common checks, or edit and redraft their work, an integral aspect of the English curriculum.

## **Feedback and marking procedures and standards to be consistently used across the Academy**

- Staff will mark work with a **purple** pen using a clear, legible script that adheres to the school's handwriting guidance.
- Children should be encouraged to mark, self-evaluate and peer assess (as appropriate for their ability). Self and peer assessment will be completed in **green** pen.
- If the children have been unable to identify their mistakes independently, the teacher or teaching assistant will work with the child to improve it.
- Work delivered by Supply teachers will be marked with 'Supply' next to the task and work that they have marked in the teacher's absence.
- Where verbal feedback is given **VF** should be written with a one or two word indicator of the focus of the feedback. E.g. **VF-adjectives**
- Next steps are identified through the use of a 'cloud' This is to separate next steps from general comments. E.g.



**Children will be asked to rewrite rushed or careless work before it is marked.**

Codes	
Code	Mark Means
√	Correct answers or good work
.	Errors or mistakes
<u>        </u>	Underline any errors or areas of work that needs attention
Sp	Spelling mistake – get a dictionary and edit your writing
^	Insert the missing word / expand the word
VF	Indicates where verbal feedback has been given
Ⓢ	Indicates supported work

**Formative assessment and feedback has a number of forms:**

- 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 a 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.

**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.

**Distance written feedback (marking)**

- 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.
- Teachers will use the codes below consistently.

**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 points at the same time. Another strategy is to show two

	pieces of work with the same title and discuss their differences.
<b>Peer-marking</b>	<ul style="list-style-type: none"><li>• When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.</li></ul>