Leesland C of E Federation

Feedback & Marking Policy

"Two Schools, One Vision"

Approval By:	Learning Committee
Review Frequency:	3 Years
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Review Approved (signature): EXECUTIVE HEADTEACHER

ON BEHALF OF GOVERNING BODY

Date Approved: 16th June 2026

Through our core Christian values, we aim to create an environment in which everybody feels loved enough to aspire to greatness, respected enough to build a community locally and globally, and gracious enough to include everyone on our journey to achieve a bright future for everyone.

Principles

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.

Marking should:

- Provide **meaningful** feedback to the child;
- Encourage and support further effort, providing **motivation** for learning;
- Be specific, accurate and clear;
- Be given sparingly so that it is meaningful
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Inform future planning of lessons;
- Enable the teacher to record achievement related to learning objectives;
- Be **manageable** for both the child and the teacher. This may include 'live marking', given in the moment, as well as verbal feedback.
- Be relevant – sometimes marking is not necessary.

Marking Guidelines:

- We have agreed that teachers will mark and annotate work black ink.
- Children will edit and mark their work in purple pen.
- The level of support given to the child in completing the work will be annotated in group / individual teaching plans as well as pupil books.
- It is not necessary to provide written marking for all written work.
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.
- Verbal feedback does not need to be recorded in written form.
- All work will be checked for accuracy.
- Letter, number formation and year groups expected spellings will be addressed consistently.

- Peer marking may be used where deemed useful and appropriate by the teacher.
- Written work will be in depth marked regularly
- A 'next step challenge' will be given as a follow up to at least one maths lesson a week.

SUGGESTED Federation Marking codes

GGT	Guided Group Teacher
GGTA	Guided Group TA
S	Support - (this is not for GG groups – it will state the nature of the support eg; numberline, wordbank, adult support)
I	Independent - to be marked from the point of independence
P	Paired / Partner work
VF	Verbal feedback given and a word describing eg, handwriting, spelling
□	Correct
□□	When a particular area is exceptional
~~	Incorrect word/ word choice / tense
Sp ——	Incorrect spelling
→	Next step comment
◯	Missing or incorrect punctuation (including circling incorrect capitalisation)
//	Paragraphing
"….."	Adult scribed pupil feedback
∧	Missing word
Written underneath work	CEW/HFW/Statutory spellings Incorrect formation) to be underlined and to be practised 3x, as appropriate for the child's stage. No more than 3.

Examples of types of feedback

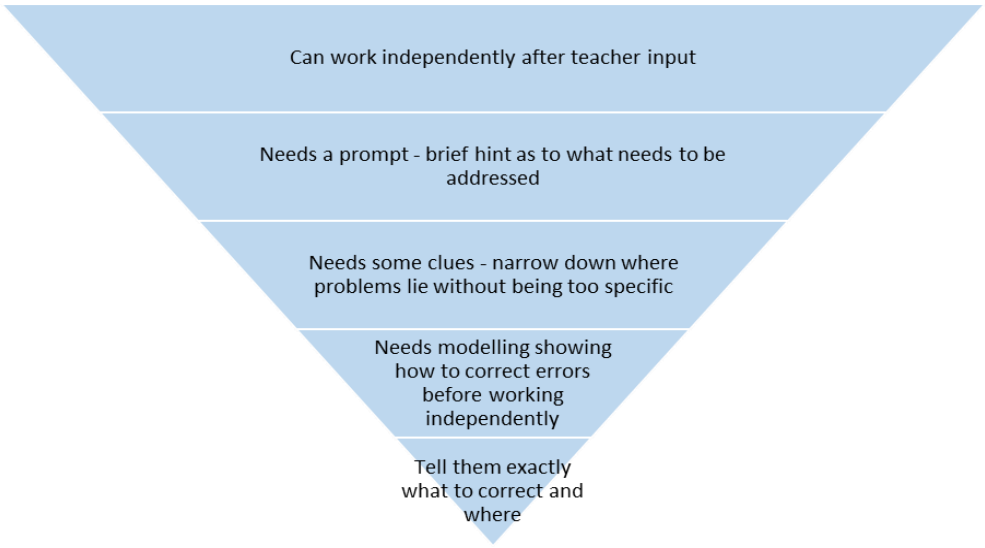
Type of feedback	What it looks like	Evidence (for monitoring purposes)
Immediate & verbal	• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, number fans, pupils responding to questions etc. • Takes place in lessons with individuals, small groups or whole class. • Often given verbally to pupils for immediate action • May involve the use of a learning support assistant to provide support or further challenge • May re-direct the focus of teaching or the task	Lesson observations / Learning visits
Plenary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson May take the form of self or peer assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	Lesson observations / learning visits Some evidence of peer / self assessment in books Quiz and test results may be recorded in books or logged separately by the teacher
Pupil conferencing	• Takes place periodically with individuals or small groups of pupils. Learning and work is discussed, and areas of strength and 'next steps' are agreed between the adult and the pupil.	Discussion with pupils / teacher Evidence in books of progress in learning and pupils editing their work
Light touch	• May refer to the learning objective either by a tick. • Written feedback may be given when necessary and should be short and challenging.	
Deep marking	• May occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. • May include marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. • Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.	
Whole Class Feedback	• Some classes and Year groups are trialling the impact of whole class feedback. • All written work is seen by the class teacher, feedback is noted on one sheet and is shared with pupils in the following lesson. • Pupils are given time to act on relevant feedback.	
Summative assessment	• End of unit or term tests, quizzes or independent piece of work	

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which feedback method will have the most effective impact on learning and progress for each piece of work set. Not all work will have written marking.

Subject specific vocabulary

When marking work in a subject such as science teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology, this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment, whilst maintaining high standards and expectations of the spelling of key words from the English National Curriculum.

The Strategical Minimal Marking Triangle



Assessment and data

Marking will be used to contribute towards summative assessment and accountability data however teachers should remember that the audience for the marking is the child.

