

Policy: Marking and Feedback

Reviewed: October 2025

Next review: October 2026

Mid-year updates:

Policy Monitoring

Libra Policies are reviewed when the need arises in line with legislation updates, guidance, and useful information we receive in order to improve and enhance our provision. Additionally, Policies are updated annually by relevant members of staff and the Senior Leadership Team.

Equality Statement

We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any child or member of staff, and it helps to promote equality at this school.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Introduction

We recognise the importance of marking and feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective marking and feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

The sole focus of marking and feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the child (e.g., making corrections to spellings, punctuation or elements of grammar).

Marking should be:

- **Meaningful:** marking varies by age group, subject and what works best for the child and teacher in relation to any piece of work. Teachers adjust their approach and are trusted to use outcomes in subsequent planning and teaching.
- **Manageable:** marking should be proportionate and consider the frequency and complexity of the written feedback, and the workload of teachers.
- **Motivating:** marking should motivate children to progress. This does not always mean writing in depth comments or being universally positive. Sometimes short, challenging comments or oral feedback can be more effective. If the teacher is doing more work than their child, this can become a disincentive for children to accept challenges and take responsibility for improving work.

We acknowledge research undertaken by the Education Endowment Foundation that shows effective feedback should:

- redirect or re-focus either the teacher's or the learner's actions to achieve a goal.
- be specific, accurate and clear.
- encourage and support further effort.
- be given sparingly so that it is meaningful.
- provide specific guidance on how to improve and not just tell children when they are wrong.

Aims and Objectives:

Marking and feedback:

- ensures that teachers and parents understand where our children are with their learning and what they need to do to improve further.
- informs interventions to make sure that children's progress is on track; and
- supports children's evaluation of their own learning.

Agreed planning and marking standards for classrooms and books

Standards in books
Front of book shows pupil name, subject, teacher and starting level
Common features are used: handwriting, spelling, punctuation, specialist vocabulary
Children's books have a front sheet at the start of every topic with relevant attainment targets, core knowledge, skills, learning objectives and key vocabulary
Agreed marking abbreviations are used: SP – spelling, P – punctuation, VF – verbal feedback given/received
There is an activity to assess knowledge/skills at the start of the topics (a cold write, knowledge check, short test, mind map)
Teacher uses a purple pen, and feedback is specific and linked directly to how the child can improve
Children use a green pen to respond to teacher's comment marking, aka DIRT – Direct Improvement and Reflection Time (correcting spellings, punctuation or grammar, improving an aspect of a piece of work, responding to a teacher question, attempting a challenge/problem to show understanding)
There is evidence of opportunities for independent challenge and application of knowledge and skills (chilli challenge, problems to solve)
Children's books have a self-evaluation sheet at the end of each topic with an activity (hot write, re-assessment, end of topic test, updated in map) to show how knowledge and understanding has developed from the start of the topic
Essential for some, useful for all standards in classrooms
A working wall that shows key vocabulary, core knowledge/concepts, examples of modelling (WAGOLL) that is relevant to what the children are currently learning about
A "help your shelf" - somewhere children can go for scaffolding materials/resources to support independent learning (knowledge organisers, key vocabulary sheets, maths manipulatives etc)
A "little library" with reading books, and books to support/enrich learning (dictionary, thesaurus, non-fiction relevant to learning)
Text is in a suitable font (Comic sans or similar), the font is large enough (12+) and text on a page is suitably spaced
Evidence of the use of multi-sensory activities
Evidence of the use of visual prompts/resources to support instruction

Children's work scrutiny agreed standards proforma

Purpose: • Does the work that children do over time reflect the intended curriculum? • Do children know more, and can they do more? • Are the knowledge and skills children have learned well sequenced, and have they developed incrementally? • What does the work say about the overarching quality of education across a subject, level, class of children?		
Theme	Criteria	What to Do
Intent	The work that children do over time reflects the intended curriculum	• Using the curriculum intent, compare to what extent the work in the books demonstrates the intended aim

Building on previous learning	Children's knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time	- Using the teacher SOW and termly planner, check knowledge been sequenced logically, and each lesson builds upon the previous - Check that this is matched in books
	There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones	
	Children's work shows that they have developed their knowledge. They know more, remember more and are able to do more.	- Content links to core knowledge and skills identified in targets/objectives - Children are given multiple opportunities to demonstrate the acquired knowledge or skill - Evidence of spaced learning show children remember what they have been taught
Depth and breadth of coverage	The content of the tasks and children's work show that pupils learn a suitably broad range of topics within a subject	- Check content against teacher planner and curriculum intent - Check there are a range of tasks to demonstrate application of skills and knowledge
	Tasks also allow children to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.	Check if tasks give children the opportunities to evaluate, compare, interpret, prove...
Pupils' progress	Children make strong progress from their starting points	- Establish what the starting points are - Look at the subject sheet on the attainment document to establish the end points - Identify what children are able to do that they couldn't before
	They acquire knowledge and understanding appropriate to their starting points.	
Practice	Children are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding.	- Content links to targets and objectives and subject sheet on attainment document - Children are given multiple opportunities to demonstrate the acquired knowledge or skill - Evidence of spaced learning show children remember what they have been taught
	Children can recall information effectively, which shows that learning is durable.	- Question children around targets and objectives - Identify whether end of unit task (quiz, hot write, extended writing, practical activity) demonstrates ability to recall information
	Any misconceptions are addressed and there is evidence to show that children have overcome these in future work.	- Find a mistake or misconception - Discuss with child and see if they can explain their misconception and how they have overcome this - Find subsequent work that addresses the misconception
	It is clear what end point the curriculum is building towards and what pupils need to know and be able to do to reach those end points	- Look at curriculum intent and identify what the end goal is - Check if lessons build upon each other to reach the end goal - Check the end point in the book and see if it addresses the core knowledge/skills identified

	Tasks have been designed so that children read at their appropriate level	- Look at planning to see what reading has been provided as part of the task - Read what children have read and check it is age-appropriate (look at vocabulary, syntax, themes etc) and there is an appropriate balance of non-fiction to fiction
Assessment	Assessment helps children to embed knowledge and use it fluently	- Check the assessment task assesses core knowledge and skills - Look at the attainment within the assessment task - Identify a weak area within the assessment and go back to the lesson in the book and the planning that goes alongside it; identify why the knowledge may have not been embedded
Quality	Work is consistently of a high quality	- Presentation is of a high standard - The school marking and feedback policy has been followed - There is a good quantity of work - Child responses are of a high standard

Types of feedback used

- Live feedback - while children are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps. Children review and correct their work immediately. Includes teacher gathering feedback from verbal responses, mini whiteboards, book work, etc. Could involve individuals or the whole class. May involve further support, challenge or a change of task. May re-direct the focus of teaching or the task. Teacher stops children periodically and marks their work with input from the class or verbalises their thought process. Improvements/corrections should be evident in the child's work.
- Summary feedback - mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task. Usually involves the whole class. Teacher stops children periodically and reviews the success criteria, models, or verbalises their thought process and directs children to check their own work. Children should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson. May take the form of self- or peer- assessment against an agreed set of criteria. May involve strategies such as "exit" questions that allow the teacher an assessment opportunity. This review feedback could take place at any point during the lesson or may occur as a plenary activity.
- Marking - takes place away from the point of teaching. Provides teachers with opportunities for assessment of understanding. Includes a balance of "light touch" marking which refers to the lesson learning intention and "deep marking" which will provide more detailed feedback for assessment purposes. Teachers regularly note common misconceptions and successes to inform the next lesson or identify who needs responsive intervention. Adaptations to teaching sequences clearly seen within planning.

Monitoring and evidence

- Schemes of work
- Termly planners
- Children's books
- SMT Children's work scrutiny proforma
- Attainment records

Staff training and supervision

All teaching staff as a team have been involved with agreeing the classroom and book standards and the work scrutiny proforma.

Responsibilities

The senior management team will:

- work in conjunction with the Directors to ensure all school staff, children and parents are aware of and comply with this policy.
- provide an environment that is safe, fun, stimulating and challenging to all children.

- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- encourage parents to take an active role in policy development where appropriate.
- ensure all relevant risk assessments are in place to ensure a safe school environment.
- provide leadership and vision in respect of equality.
- provide guidance, support and training to all staff.
- consider providing remote learning to children in circumstances when in-person attendance is either not possible or contrary to government guidance in accordance with school risk assessments and safeguarding guidance. This might include occasions when:
 - we decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government.
 - individual children, for a short period, are unable to physically attend school but are able to continue learning.
- monitor and evidence the effectiveness of this policy.

Teaching and learning support staff will:

- comply with all aspects of this policy.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- attend appropriate training sessions.
- report any concerns they have about any aspect of the school community.
- receive relevant training, periodically and ongoing as required, according to their role.
- have equal chances of training, career development and promotion.
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Children will:

- be aware of and contribute to all appropriate policies through the school council.
- work with and support the school council on all agenda items.
- strive to take pride in their work and work to the highest standard that they are capable of.
- listen carefully to all instructions given by the teacher, ask for further help if they do not understand and participate fully in all lessons.
- participate in discussions concerning progress and attainment.
- treat others, their work and equipment with respect.
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school.
- talk to others without shouting and or using physical aggression and will use language which is neither abusive nor offensive.
- hand in homework properly completed and on time.
- wear correct uniform.

Parents and Carers will be encouraged to:

- be aware of and comply with all school policies including this one.
- be encouraged to become involved in policy development by taking part in parent engagement opportunities and by maximising learning opportunities between home and school.
- Keep informed via termly newsletters of the children's curriculum.
- be encouraged to take an active role in the life of the school by attending parent-teacher consultations / Parent Open Days / fundraising and social events.
- ensure regular and punctual attendance of their child.
- notify school on the first day of child absence.
- have holidays out of term time and authorised by school.
- encourage effort and achievement.
- encourage completion of homework and return it to school on time.
- provide the right conditions for homework to take place.
- ensure correct school uniform is worn.
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

- speak with children and staff respectfully and expect the same in return.

Linked Policies and documents:

Curriculum / Schemes of work / Termly planners / Assessment and Attainment

Policy Location

This policy can be found:

- on SharePoint within the staff and master's folder
- on the school website www.libraschool.co.uk
- available upon request from the office: admin@libraschool.co.uk / 01598 740044

