



<b>MARKING AND FEEDBACK POLICY</b>	
Version	2025 v1
Extent of Policy	Casterton, Sedbergh Prep School
Policy Owner	Prep Deputy Head
Governor	Richard Biggs
Review by	July 2026
Frequency of Audit	Annual
Circulation	Made available to staff
Publication	School Intranet

### **Aims**

Feedback and marking should provide constructive feedback to every child, focusing on success and improvements needed against learning objectives and targets. This enables pupils to become reflective learners and help them close the gap between current and desired performance.

We recognise the importance of having a consistent system for giving feedback and marking the pupil’s work throughout school.

### **Principles**

Marking and feedback should:

- To be seen as quickly as possible so that it is relevant to the pupil. Whenever possible work is marked alongside the pupils where verbal comments are given, particularly important for the younger pupils
- Be seen by the pupils as positive and a way of improving their learning
- Be a strong source of motivation
- Be related to the learning objective for the lesson or in response to target setting
- Be accessible to children and manageable for children to read. In order for the marking to be formative, the pupils must be given time to read the comments and reflect or respond if necessary
- Encourage and teach pupils to self-reflect on their work, peer mark or evaluate as a group – children to use a purple pen to show response to adult feedback
- Ensure that future planning is informed and appropriate to the needs of the child building on from prior learning.

Although grades can be helpful for monitoring standards, the children will benefit most from qualitative statements that encourage and stimulate development and understanding. Only from Year 7, should grades begin to take on more of a 'published' role. It is important that children "own their learning" and seek out targets on their work and act upon them - they need to find out what they did well and how to improve, rather than becoming purely interested in their "score".

## **FEEDBACK**

Feedback may come from various sources, be that peers, the pupils themselves, however teachers will feedback in a range of ways.

### Content

The content of feedback may focus on:

- the particular task that a pupil has undertaken
- the underlying processes related to a specific subject

Before providing feedback, staff will provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.

Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. Feedback must be specific.

### People

Feedback may be directed towards different people, be that:

- to the whole class;
- to specific groups; or
- just to individuals.

### Methods

Feedback may be delivered via different methods:

- Verbally—this could be detailed conversation or quick verbal comment; or
- written—this may be written comments, written marks, scores, or a combination.

Written feedback is effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and is then used by pupils- time is provided for pupils to respond

### Times

Feedback may be delivered at different times, be that:

- during a lesson;
- immediately after a lesson; or
- sometime after a lesson

Teachers will have the professional responsibility to judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.

### **MARKING**

The principles of good marking can be remembered by the phrase:

#### **“Individual Children Should Feel Positive Reward Daily”**

<b><u>I</u>nformative:</b>	It should, most of all, be a source of information and learning for both teacher and pupil and provide a basis for decisions about future action.
<b><u>C</u>onsistent:</b>	It should, where possible, be applied consistently by different teachers across and within year groups.
<b><u>S</u>ystematic:</b>	Its procedures should be part of a planned approach and clearly understood by teacher and child.
<b><u>F</u>requent:</b>	It should be appropriately frequent and promptly returned.
<b><u>P</u>ositive:</b>	It must, as far as possible, be positive and value a child’s attainments and effort as appropriate to his/her age and ability and show them how to achieve success.
<b><u>R</u>ewarding:</b>	It must, where appropriate, include rewards for clear thinking, good progress and accuracy and provide encouragement and motivation through a range of responses including comments, written questions, verbal feedback, stickers, merits or HM awards, grades and display.
<b><u>D</u>ifferentiated:</b>	It should be differentiated wherever possible.

### **MARKING POLICY – THE WIDER ISSUES**

#### **Verbal Feedback**

It is important for all children (especially younger children and those with special educational needs) to have verbal feedback when appropriate from the adult working with them. The adult should initially talk to the child about how he/she has met the learning objective and then question the child about a specific part of the work. This may be to aid a child’s understanding or to extend the child’s learning. All teaching staff should allocate specific time to give constructive verbal feedback to each pupil.

#### **Written Feedback: Individual Needs and Differentiation**

Marking must take account of the individual needs of the child. Those with specific learning difficulties must be catered for appropriately. Planning what is to be marked and how it is to be marked must allow for the range of ability within the class. Marking therefore needs to be considered at the beginning of an activity as well as at the end. Target setting will reflect the individual needs of each child and the awarding of stickers will be appropriate to the ability of each child.

#### **Returning work**

The frequency of marking will depend on the nature of the work, but children should know that their work is being closely monitored and that they are progressing. Marked work should be returned promptly, ideally in the next lesson.

#### **Record keeping**

Mark books should provide appropriate evidence of performance in all necessary areas. Class work and prep, where appropriate, should be recorded separately.

**Types of work:**

Class work and prep involve a wide range of different types of work including all types of **written** work (essay, narrative, comprehension, poetry, vocabulary and translation, project work, tests etc), **pictorial** work such as drawings, graphs, tables and maps, oral/aural work, **practical** work and **performance** as in Music, PE and Drama for example. The most appropriate form of feedback needs to be carefully evaluated by the teacher.

**Assessment for Learning for extended writing**

'Tickled Pink' and 'Green for Growth' marking is a system of Assessment for Learning, related to the learning objective, which can be easily seen and understood by the child. For extended pieces of writing, the two colours are used to mark the pupil's work. Underlining in a pink pen for work which is especially good and has met the learning objective and green for parts that could be improved. A comment is also added to explain how the child can improve their work. Written text underlined in green is then reviewed by the child using the advice given. Pink should outweigh green so that the child can see success in their work with green as targets and consolidation. Pupil's are actively encouraged to respond to the teacher's comment once they have read it or it has been read to them.

Children can self-assess their own work or 'peer mark' by using pink and green pencil crayons to underline areas of success or areas for improvement.

**Reward and encouragement**

It is very important to reward good work appropriately to help the children improve their work. Reward can take the obvious forms of grades, comments, and but can also include private and public congratulation and putting examples of good work on display. Display is a potent tool in terms of rewarding good work and should be exploited for the pupils as much as possible. Displays should be changed at least termly. The HM will also recognise exceptional work in the 'Awards' Assembly by the awarding of HM's Awards. Impressive participation by a child within a lesson will be rewarded by a sticker on their exercise book. In this way the pupil receives instant reward for their efforts and this formative assessment will encourage motivation and future participation.

**Maintaining good standards of marking**

It is the responsibility of all staff to be as responsive and informative in their marking as possible. To ensure consistency, all teaching staff are issued with a stack of stampers which allow the teacher to identify a positive element in a piece of work (a 'star') and also set a future target. Stampers also indicate to a child when a target or lesson objective has been reached. Stickers and or stamps may also be awarded for an impressive piece of work.

In addition, the SMT and Heads of departments will conduct a rolling programme of lesson observations and work scrutiny. Termly SMT complete a work scrutiny as well as spot-checks of marking are made by the SMT and any concerns addressed.

**Signed:**

Zoe Charlton  
Deputy Head

## **APPENDIX 1 – Practical Guidelines to Marking and Feedback**

### **Guidelines for quality oral feedback:**

All work will be looked at and initialled/stamped by the teacher in order for them to:

- make informed decisions about next steps in that child's learning;
- make adaptations to planning and resources;
- identify guided groups and individual/paired support.

Most work will be acknowledged verbally by an adult or peer and the children will demonstrate through editing that they have understood what was said.

It is not possible to give quality feedback for all pieces of work, but written feedback should be given routinely in Mathematics and for longer pieces of writing in English or depending on the unit of work taught, where appropriate. Teachers will record whole class feedback on school proforma sheets and file them in their marking and feedback folder.

### **Marking in English:**

Teachers should plan to include written feedback for English at minimum, once a week.

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about how to help them identify and address their own weaknesses. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

### **Marking in Mathematics:**

All work will be looked at daily to address misconceptions. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

### **Marking in other subjects:**

Feedback will be given weekly and spelling errors linked to specific vocabulary addressed. Written comments will be linked to children's ideas, opinions and depth of learning. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

### **Next steps:**

Most work will have a next step to address any misconceptions, which is delivered to the whole class, small group or individual pupil in the next lesson. Teachers must plan to include ten minutes at the start of every lesson for a review and reflection on feedback given.

There must be consistent use of symbols across all books (see Appendix 2). These are displayed in all classes and the children must be taught to recognise and use them correctly in their own and others' work.

Verbal feedback should, where possible, be linked to 'closing the gap' between the steps to success children are working towards and what they have initially produced.

Useful feedback prompts for 'closing the gap' might be: (Appendix 3)

A reminder prompt (e.g. 'what else could you say here?')

A scaffolded prompt (e.g. 'describe the expression on Joe's face')

A few examples that the children can choose from (e.g. 'Joe's eyes narrowed and he bit his lip' or 'Joe glared angrily and pursed his lips together')

Children are routinely given the opportunity to respond to feedback (review time). This happens as soon as possible during the lesson or once the learning has taken place (for self and peer) and preferably at the beginning of each lesson for response to adult feedback.

Where an adult has provided feedback, the child will respond in PURPLE PEN.

**Shared marking:**

Using a piece of work from a previous lesson, with the permission of the child, the process of marking against success criteria is modelled so they can effectively self and peer assess.

**Live marking:**

This may take the form of teachers marking children's work during a lesson or verbal feedback.

- Immediate marking of the work by the adult.
- Teacher giving verbal feedback during lessons to small group, whole class or individuals.
- Consistent, high quality learning dialogue between teacher and student during the lesson.
- The teacher highlights misconceptions/incorrect work/poorly communicated subject knowledge whilst circulating in class.

Children act immediately on in-class feedback by responding in PURPLE PEN.

**Peer Assessment:**

Children are taught how to do this through modelling to the whole class, groups and individuals.

Ground rules must be in place (listening, no interruptions, confidentiality etc.) and displayed in class.

Children should be encouraged to first find the 'grows'. They can then, if appropriate suggest a 'grow' – this will need to be modelled for them initially.

Pairings must be based on trust (class teacher to decide).

Pairings could be ability based or mixed, dependent on the learning outcomes required.

**Self-assessment:**

Children should self-assess where possible. All children are taught to identify their own successes and areas for improvement against given success criteria.

**Positive Praise:**

Staff recognise the need for pupils to receive positive praise for work that represents good progress towards meeting expectations and effort in learning. Rather than using vague written platitudes, positive feedback to pupils includes, but is not limited to:

- Using pupil's work as a WAGOLL (What a Good One Looks Like) for whole class teaching.
- Displaying work around school for the rest of the school community to see and celebrate.
- On the spot verbal praise for specific successes against desired outcomes.
- Celebration Assembly
- Shared praise for specific pieces of work with parents via email or face to face

## APPENDIX 2 – Marking Symbols

Pieces of work should be marked in the following way:

- Dates included at top of page.
- Pink pens to highlight what has been completed well.
- Green for growth – use green for feedback, next steps, how to improve.
- Purple polishing – pupils to use purple pen to self-edit after marking and feedback has been given.
- Ensure there is a LO (learning objective) at the top of each piece of work. This might be a title or a WALT (We are learning to).
- Presentation to be appropriate to age and expectations raised.
- Spelling, grammar and punctuation to be marked in all subjects with expectations of these standards outside English – marking code can be used (attached). SP for spelling, P for punctuation.
- Stampers should be used as noted within the policy
- Use a contrasting colour pen to mark.
- Written feedback to relate to the lesson objective and/or target.
- Motivational stickers can be used for all ages where appropriate

Symbol	What this means
//	New paragraph
sp	Spelling mistake
?	Lack of clarity
0	Error circled
^	omission
GW	Group/Guided Work
I	Independent Work
1:1	One to one help
vf	Verbal feedback
wcf	Whole class feedback

### **Guidelines for quality oral feedback:**

All work will be looked at and initialled/stamped by the teacher in order for them to:

- make informed decisions about next steps in that child’s learning;
- make adaptations to planning and resources;
- identify guided groups and individual/paired support.

Most work will be acknowledged verbally by an adult or peer and the children will demonstrate through editing that they have understood what was said.

It is not possible to give quality feedback for all pieces of work, but written feedback should be given routinely in Mathematics and for longer pieces of writing in English, RE or, depending on the unit of work taught, where appropriate. Teachers will record whole class feedback on school proforma sheets and file them in their marking and feedback folder.

### **APPENDIX 3 – Feedback Prompts**

Pupils are taught how to use these prompts when giving peer to peer feedback:

#### 1. A Reminder Prompt

This reminds the child of what can be improved.

- ‘Say more about how you feel about the person.’

These comments should be used sparingly, particularly in younger year groups, as most children need more support than this.

#### 2. A Scaffold Prompt

Most suitable for children, who need more structure than a simple reminder, this prompt provides some support.

- Can you describe how this person is a good friend? – A question
- Describe something that happened which showed they were a good friend – A directive.
- He showed me he was a good friend when... (finish the sentence) – An unfinished sentence.

#### 3. An Example Prompt

Extremely successful with all children, but especially with children who are struggling to think of their own ideas, this prompt gives the child a choice of actual words or phrases.

Choose one of your own:

- He is a good friend because he never says unkind things about me.
- My friend is a friend because he is always nice to me.

Many children, given the example prompt, choose their own improvement instead. Giving the choice of actual words or phrases acts as a brainstorm.