Georgian Gardens

Community Primary School

Marking and Feedback Policy

October 2025

Marking & Feedback Guidelines

''The most powerful educational tool for raising achievement and preparing children to be lifelong learners, in any context, is formative assessment. The research evidence for this is rigorous and comprehensive.'' John Hattie (2009)

Formative assessment is an ongoing, flexible, and more informal diagnostic tool. While **summative assessment** is, as the word implies, an evaluation of the sum product of the lesson. **Summative assessments** are more formal, structured, and often used to normalize performance so they can be measured and compared.

Research shows very clearly that feedback is most effective when given at the time of the child working on an activity (i.e. formative assessment). These guidelines reflect a great deal of research and in-school development. The aim is to avoid the need for staff to take books home to mark as this is the least effective way for children to make progress. For feedback to be effective, the more immediate, the better.

Principles of our Feedback Policy:
- Children have the right to have their work acknowledged, with feedback given. There is no necessity for this to be written.
- Feedback has the purpose of moving a child's learning forward.
- Looking at children's work regularly allows a teacher to be aware of specific needs and abilities so that targeted feedback be given in order to raise standards. This should then inform planning for future lessons or sequences of lessons.

Feedback Methods

It is expected that teachers use **'live marking'** and **'whole class feedback'** as tools for feedback. Some written marking may be used but this should be kept to a miniumum and only used if it will be of use to the child. Peer feedback, conferencing and the use of a visualiser to model examples can also be effective tools for feedback.
When 'live marking' staff can use 'VF' to show they have spoken to a child.

Whole Class Feedback

Teachers should start a follow on lesson with feedback from previous leanring and the chance for pupils to make changes as required. Feedback should include:
- Praise and achievment recognition
- Areas that need further focus
- Presentation
- Correcting basic errors
- Addressing any misconception

Avoid the confusion between 'editing' and 'marking'. Children should be taught to edit and improve their writing using their purple pen. A member of staff can suggest changes for improvement but as part of a conversation with an adult in order to have ownership of their writing.

If writing on children's work staff should apply the following guidelines:
- Marking is most effective whilst the pupil is completing the work as it gives them a chance to respond and take on advice offered.
- All written work should be marked with a minimum of a tick to signify children's work has been looked at.
- Where comments are used they should relate to the learning objective or a specific area for improvement.
- All work should be marked using the agreed Marking Codes (within a key stage).
- Marking should be neat and legible – Using pink for praise and Green for growth.
- Written marking should only be used if it can move learning forward.
- Children should be given regular opportunities to reflect upon and respond to marking, orally and in writing.
- TLAs/supply teachers/PPA teachers should follow the policy and indicate if they have marked a piece of work with their initials.
- Any writing by adults should be legible.
- Add a note if a child is absent.

Marking of mathematics
- Make use of children marking their own (or peer's) answers in class either through using answer cards, calculator or an adult reading answers out.
- If one part of a calculation or procedure is incorrect, a circle is used to indicate the error and the correct procedure written alongside the work, as an example.
- All children are encouraged to revisit their piece of work and check for feedback.
- Use '√ 'for correct workings and '•' for incorrect workings.

Feedback when work is not in a written form
- Teachers must constantly assess progress in reading, speaking and listening, social skills and PE and provide verbal feedback.
- The use of quality questioning, mini whiteboards, mini plenaries, quizzes etc. can be effective tools for formative assessment in lessons where writing is limited.
- Some learning requires verbal communication during the process and evaluation at the end to highlight and clarify strengths and areas for development. Photographic evidence may be used in these instances.
- In foundation subjects work must be acknowledged with at least a tick.

Whole Class Feedback

What went well?	What can we improve?
Good presentation?	What do we need to change/ edit?
Any misconceptions?	Next steps

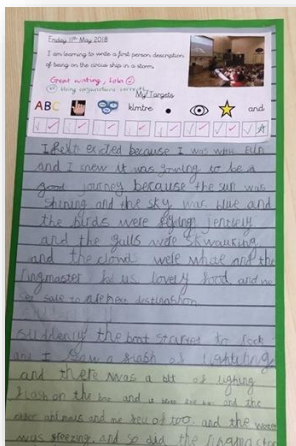**Use this poster in the classroom to guide feedback discussions**

Marking Codes

Assessment strips – YR & KS1 writing

ABC   ✋   was I the   k l m t r e   •   👁

ABC   ✋   •   was I the   ee ur ow wh y au   klmt   and, so, but   ⭐ 👁

ABC . , ? !   ee ur ow wh y au   was I the   ⭐   ly   and, so, but   klmt   👁

There are a range of assessment strips that we have created to support the development of writing in YR & KS1. These can be found on the staff server under KS1 assessment slips and should be used to support marking of all focussed writing pieces and will vary depending on the piece of work.

Marking Codes

Marking Code KS2

Missing capital letter—circle incorrect letter
Incorrect spelling—underline incorrect word
Incorrect punctuation—circle missing punctuation
Write / in the correct location to signify new line
Write // in the correct location to signify new paragraph
Write   ^   to show that a words is missing
VF = verbal feedback   A = adult assisted   I = independent work   G - paired or group