	Name of School	Terrington St Clement Community School
	Policy review Date	September 2025
	Date of next Review	September 2026
	Who reviewed this policy?	All Teachers

MARKING & FEEDBACK POLICY - A WHOLE SCHOOL APPROACH

“Feedback is one of the most powerful influences on learning and achievement.”

(Hattie&Timperley 2007, Review of Educational Research March 2007, Vol 77, No 1, pp 81-112)

At Terrington St Clement Community School, we have high expectations of our children and aim to educate through praise, encouragement and a clear assessment of learning, consequently our Marking and Feedback Policy reflects this ethos. Feedback has a huge impact, as it is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Our verbal feedback in lessons is concerned with clarity, effort or aspiration. It is given to small groups or individuals and enables these learners to make progress swiftly in the lesson. Teacher comments and marking is fully focussed on creating “growth mindsets” and to encourage pupils to be the best they can be. We do not offer children “empty praise” in place of positive feedback, e.g. “you worked hard today”.

PRINCIPLES

Marking and feedback is based upon clear learning objectives which are understood by both teachers and learners. Within a piece of work, learners should be clear in advance what is expected from them and understand how the criteria are to be applied. As far as possible the learner is involved in the marking or evaluation of his/her work. The approach to marking and feedback will be differentiated across the age and ability range in order to be as relevant as possible to the learner.

MARKING AND FEEDBACK APPROACHES

- **Verbal feedback** – we understand that on the spot feedback or one to one dialogue between adults and learners has the most significant impact on progress. This is an approach which is used regularly within lessons by all staff present. The impact of verbal feedback will be evident through the progress/self-correction demonstrated in learner’s books. Secretarial errors such as correct letter or number formation or the spelling of given words will be addressed on the spot as part of normal classroom practice.
- **Self-assessment and evaluation** – learners are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; learners must then be taught how to assess and evaluate their own learning/work). Learners will be encouraged to self-mark using given answers where appropriate so that they are clear how successful they have been during a lesson and can seek additional support where necessary.
- **Peer assessment and evaluation** – learners are sometimes given the opportunity to work with their peers to assess and evaluate their own, and others' learning, and to make suggestions for improvement.
- **Distance marking** – this takes place away from the learners and gives teachers the opportunity for further analysis and reflection on learners’ progress. In English and Maths, the following will be identified, recorded on class record sheets in Years 1-6 (Appendix A) and communicated to learners in subsequent lessons:
 - Celebration – terries awarded to learners who have demonstrated a “growth mindset,” through persevering with a task and trying to challenge themselves.
 - Common Misconceptions/Next Steps – will be identified and revisited as a class
 - Individual Misconceptions/Next Steps – will be identified and time scheduled to address this on a one to one/small group basis either as part of the next lesson or in a short and timely intervention session.

For younger children or learners with SEND, where appropriate, staff may use the following coding system to indicate the level of support given with a goal of encouraging learners to develop greater independence in their work:

- I - independent
- WS – with adult support

GUIDELINES

Marking and feedback should be: consistent; fair; accurate; regular; motivational; constructive; matched to the school's system of rewards; manageable. It should be on a regular and daily basis and consistent across teaching staff in order to enable moderation/standardisation to take place. There will be limited annotation in books from teachers as we believe careful assessment for learning and focused verbal feedback to be more effective and best use of time in moving on learning. We will regularly discuss progress with learners so that they are clear about what is expected; how well they are performing against set criteria and what they need to do to improve. We will encourage learner's independence (Appendix C).

Where adults do annotate learners work, we are respectful of their property and their learning:

- We write neatly, demonstrating the school's adopted handwriting script
- We write concisely
- We do not write over learner's work/learning

In order to encourage consistency, the following strategies are adopted:

- Books regularly reviewed and compared across year groups.
- Agreement amongst staff about how misconceptions/next steps are addressed and how this is evidenced
- Phase Group/Whole School Moderating Meetings.
- Learners will be involved in the review of their work through (Y2 –Y6, Y1 summer)
 - individual pupil-teacher discussion
 - regular use of green pupil marking pens to edit, correct and improve work
 - learners sharing work & peer group evaluation of work
 - displaying learners' work

Regular written work in English in Y1-6, recorded in Writing Books, will be marked with a focus on clearly defined success criteria together with an area that can be improved/ edited indicated through a coding system which can be adjusted for different types of writing. (see Appendix B). Learners will be asked to self/peer assess their writing against the criteria and teachers will also indicate their assessment of the criteria using a simple tick box. Success Criteria will be specific, relate to a range of skills including punctuation, structure and content. A maximum of 3 criteria will be used in each piece of writing. Success Criteria will be shared with learners at the beginning of a series of writing lessons and be referred to regularly so that learners are clear about what is expected of them in order to write successfully. E.g.

Learner	Success Criteria	Teacher
	I have correctly used punctuation for speech.	
	I have used a range of conjunctions. Eg As while when soon so suddenly just then because	
	I have tried to make my story exciting by using powerful adjectives and adverbs.	

Teachers may highlight the sentence/words to be improved where children are unable to do this independently. In each piece of extended writing teachers identify good sentences, higher tier vocabulary or where specific success criteria have been met. Drafting/editing opportunities will be provided for learners from Y2 to Y6 each week and in Y1 during the summer term so that pupils have an opportunity to correct and improve their written work and to respond to feedback.

Appendix A
Marking Log Class _____



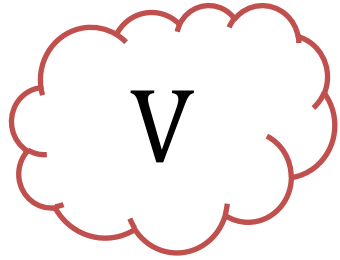
Date: _____

Common Misconceptions/Next Steps to Address	Terries – Growth Mindset/Effort/Challenge	Individual Misconceptions/Next Steps

Date: _____

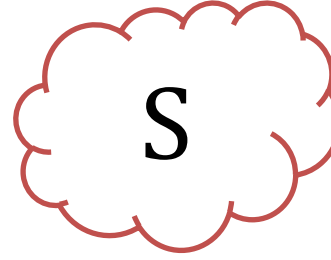
Common Misconceptions/ Next Steps to Address	Terries – Growth Mindset/Effort/Challenge	Individual Misconceptions/Next Steps

Appendix B



(Vocabulary)

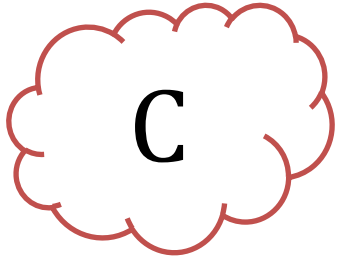
Precise language
Language for
interest



(Structure)

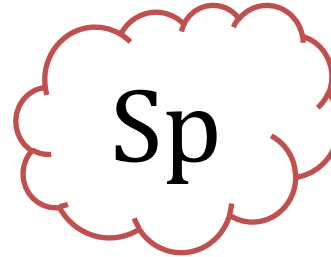
Check your sentences
make sense (read them
aloud).

Add missing information
Improve & reword for



(Conjunctions)

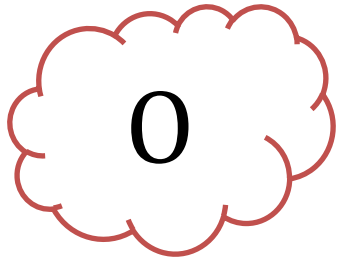
Joining words
Look for repetition



(Spelling)

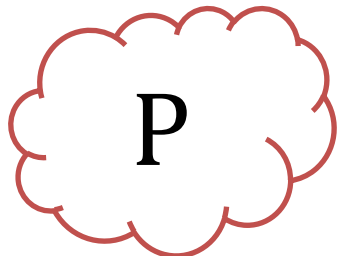
Correct common spelling
words

Correct given words



(Openings)

Start with a verb
Start with an
adverb



(Punctuation)

Missing capitals?
Missing
punctuation?

These bullet points will be adapted for each class/set

Appendix C

