



A School Partnership In Rural England

Motto : ' We Aspire to Inspire'

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Marking and Feedback Policy

Document History

Document replaces previous assessment for learning, marking, feedback, recording and reporting procedure

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The term 'school' refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school."
(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

"One body, many members, learning together surrounded by God's inclusive love."
(Corinthians 12:12-14)

TRUST RESPECT HOPE ENDURANCE

Marking and Feedback Policy

"To be effective, feedback needs to be clear, purposeful, meaningful and compatible with students' prior knowledge, and to provide logical connections. If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to learn. Thus, when feedback is combined with effective instruction in classroom, it can be very powerful in enhancing learning."

John A.C. Hattie, Visible Learning for Teachers: Maximizing Impact on Learning (2009)

Contents

1. Introduction to Marking and Feedback	4
2. Key Principles	4
3. Written Notation.....	5
4. Assessment and Feedback in the EYFS	5
5. Assessment and Feedback in Key Stage 1 and Key Stage 2.....	5
6. Formative Assessment Methods.....	6
7. 'In the moment' Feedback	7
8. Spelling	9

1. Introduction to Marking and Feedback

At Aspire, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Be delivered at an appropriate time which focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Include purposeful verbal feedback
- Include time efficient written feedback when necessary

2. Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning. Children should understand what they have done well and what they need to improve.
- Feedback enables the regular checking of learning to enable knowledge gaps to be identified and misconceptions to be addressed. It also enables teachers to clarify the depth of understanding and whether children are using the specific language and vocabulary.
- Feedback should empower children 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 pupil.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- Verbal feedback is ASPIRE's preferred method of feedback.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input, when assessing if learning is now secure. The principles of cognitive science and working memory are taken into account.

3. Written Notation

As noted above, verbal feedback is the school's preferred method of feedback to pupils. Written comments may still be seen in books but often these will often only be used for children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.

Sometimes the teacher will choose to make a written comment for their own use, or to highlight something particularly positive. Some pieces of work, such as that used for moderation, may be marked using written notation.

The following presentation principles are used across the school, with age appropriate adaptions.

- Written adult notation will be undertaken in green pen
- Pupil corrections during lessons will be done in purple pen, where pupils cannot erase a mistake, they are asked to put a single straight line through the error.
- Pupil editing, carried out after a piece of work has been completed, will be undertaken in purple pen.
- The date and Learning intention should be written on or stuck above all pieces of work. The Learning intention does not need to be highlighted to indicate success.
- In Maths books, the short date should be written.
- Staff should be written to indicate where any support has been given

4. Assessment and Feedback in the EYFS

In children's practical books and on Tapestry (an online learning journal) there will be a variety of evidence collected by the EYFS team, which provides a picture of each child's development under the areas of learning identified in the EYFS. Evidence will include for example photographs, art-work, mark-making, and key vocabulary including notes of relevant conversations or comments made by the child.

EYFS teachers and TAs aim to make use of the good practice approaches outlined by the EEF toolkit, ensuring children are provided with timely and purposeful feedback that furthers their learning. This feedback and assessment enables teachers to adjust their teaching both within and across a sequence of lessons.

5. Assessment and Feedback in Key Stage 1 and Key Stage 2

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

- 1) Immediate feedback – at the point of teaching
- 2) Summary feedback - at the end of a lesson/task
- 3) Next lesson feedforward – further teaching enabling the children to identify and independently improve areas for development identified by the teacher upon review of work after a previous lesson had finished
- 4) Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

6. Formative Assessment Methods

The following formative assessment methods are used on an ongoing basis to inform teachers about the key knowledge and skills learnt which shapes the next learning to take place.

- Retrieval (Used as a retention learning strategy and informs assessment)
- Low Stake Quizzing. Commonly used throughout a unit of work in plenaries, in retrieval and at the end of a unit.
- Powerful Questioning – teachers use effective questions to establish knowledge and skills learnt. This includes using structured questioning throughout a sequence of learning to establish disciplinary knowledge.

These practices can be seen in the following ways:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork etc. • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve the use of teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Annotated planning
Self-Regulation	<ul style="list-style-type: none"> • Feedback will assist pupil in refocusing on the task • Feedback may be used to direct pupil to take time out/brain task or assist in breaking task down into smaller steps. • Pupil may need additional support from an adult. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Annotated planning
Summary	<ul style="list-style-type: none"> • Takes place within a lesson or activities and could take the form of 	<ul style="list-style-type: none"> • Lesson observations/learning walks

Type	What it looks like	Evidence
	<p>plenary or mini-plenary</p> <ul style="list-style-type: none"> Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer assessment against an agreed set of criteria (smiley faces and traffic light trays) May take on the form of a quiz or score on a game In some cases, may guide a teacher's further use of review feedback, focussing on areas of need 	<ul style="list-style-type: none"> Some evidence of self/peer assessment Annotated planning
Feedforward 'the next step is the next lesson'	<ul style="list-style-type: none"> For writing in particular, often the start of the next lesson will be spent giving feedback to the class about strengths and areas for development Teachers will give time for development areas to be worked on and improved through proof-reading and editing their own work 	<ul style="list-style-type: none"> Lessons observations/learning walks Evidence in books of pupils editing and redrafting in green pen Pupil voice explaining how their learning was supported/celebrated by the teacher in subsequent lesson
Summative	<ul style="list-style-type: none"> Summative assessments End of unit checks of quizzes Retrieval activities eg Flick back 2 	<ul style="list-style-type: none"> Assessment results Retrieval activities in books

7. 'In the moment' Feedback

Within a lesson, teachers and TAs will move around the room talking to children about their learning and assessing the quality of the work being completed. When required, the adults will provide further challenge. On other occasions, children will need intervention in order to progress further.

Initially, the onus is always on the child checking their work, trying to identify their own errors/ways in which it can be further improved. Children are taught how to do this purposely with teachers modelling the thought process whilst editing. Checking involves our children thinking deeply about the work they have just learnt. As they think deeply about something, it is much more likely to get stored in their long-term memory, available to be recalled at will. As Daniel Willingham says 'memory is the residue of thought.'

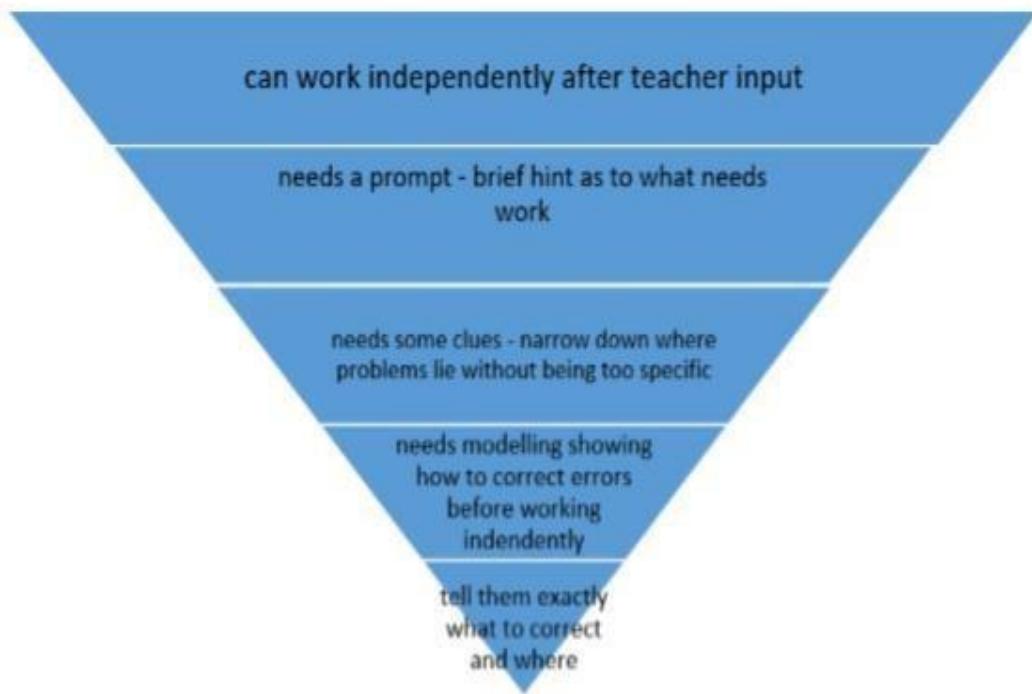
Within lessons, some children will need more support in order to be successful. As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle

prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – ‘description’ perhaps or ‘ambiguous pronouns’ or ‘figurative language’ or ‘and then’ with a cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.

Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. If required, teachers may also write a comment on a piece of work making explicit the misconception the child needs to address.

Where mistakes are part of a general misunderstanding, or the children lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. Use of marking codes to identify children’s misconceptions will not be used as this takes away any responsibility from the pupil at thinking hard about how to improve.

The strategical minimal marking triangle



8. Spelling

Where possible, incorrect spellings should be identified verbally (not underlined or circled) within the lesson, with pupils writing the correct word in the margin.

For incorrect spellings identified after the lesson, teachers should spend up to the first 5 minutes of the next lesson helping children to identify and correct these common errors. E.g. by writing the correct spellings on the board and children having to identify and correct them in their own work.

For incorrect spellings that are subject specific e.g. Science, the same strategy should be used, as well as reference to word mats, working walls, etc.

Words identified for correction should be from the appropriate year group list of spellings, subject specific or where common errors are not being made, adventurous and new vocabulary.