



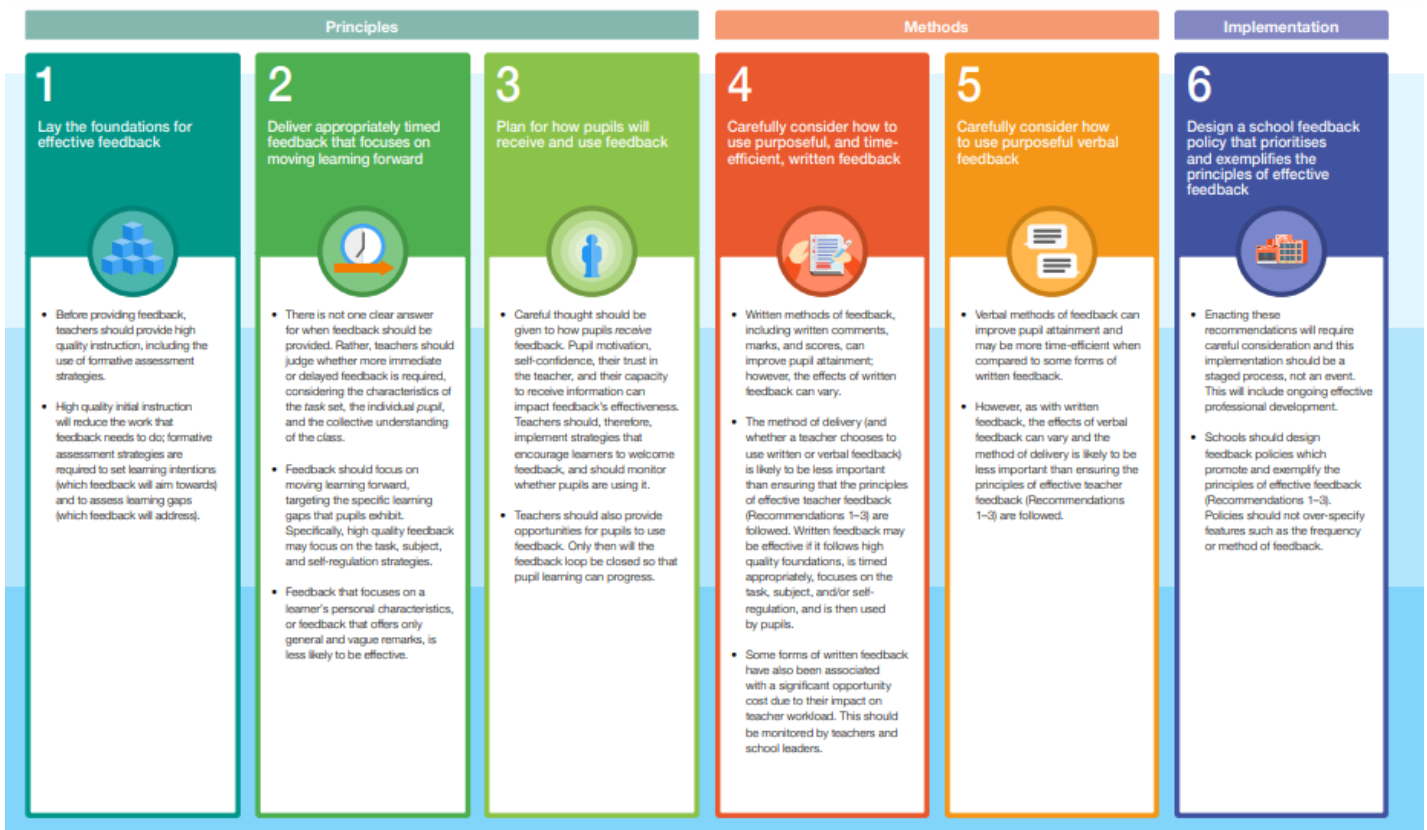
Marking and Feedback Policy

Author	Ceri Little/ Donna Richardson
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Responding to Children's work: a guidance for Best Practice

https://d2hc4wvliusb.cloudfront.net/eeef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1675679513

EEF recommendations



Introduction

The aim of this guidance is to ensure that all children have their work responded to in a way which improves their learning and achievement whilst developing their self-confidence. It relies upon us being a 'Growth Mindset' School which sees mistakes as a positive, showing areas to build upon their learning.



Principles and Ethos

Our marking policy is based on the Educational Endowment Foundation report, 'A marked Improvement'. The studies and feedback reviewed in the Teaching and Learning toolkit (EEF, Sutton Trust & Durham University) found that on average the provision of high quality feedback led to an improvement of an additional eight months progress over the course of a year — showing the importance of effective feedback.

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving progress. Responses are more useful if they are given as soon as possible. They can be written or oral and should be regular and frequent.

Marking at Clee Hill Community Academy should be:

- ✓ **Meaningful**
Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- ✓ **Motivating**
Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the commensurate impact on pupil progress: stop it.
- ✓ **Manageable**
Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments: sometimes short, challenging comments or oral feedback are more effective. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Marking in Practice

Teachers write in black pen.

Highlighting

Using our 'Pink for Think' and 'Green for Growth' marking, both staff and children are able to consider strengths in their work and areas which need to be improved or corrected. Although pink highlighting may be used to identify mistakes (something a student can do, and normally does correctly but not on this occasion), feedback should focus, where possible, on correcting errors (when a child has not mastered a concept or has a misunderstanding) in order to 'move a child's learning forward. Teachers use highlighters to indicate pinks and greens. Children use pencil crayons to indicate pinks and greens.



is the symbol used to indicate next steps.

Using pink and green marking, comments may be limited and purely highlight strengths and areas to develop. To reduce teacher's workload, only short words or phrases are used at the end of hot writes.

Adjectives

Powerful verbs

This is sufficient information to say, "Well done. You have used a range of interesting and appropriate adjectives in your writing. Now go back and review the verb choices underlined in pink and improve them".

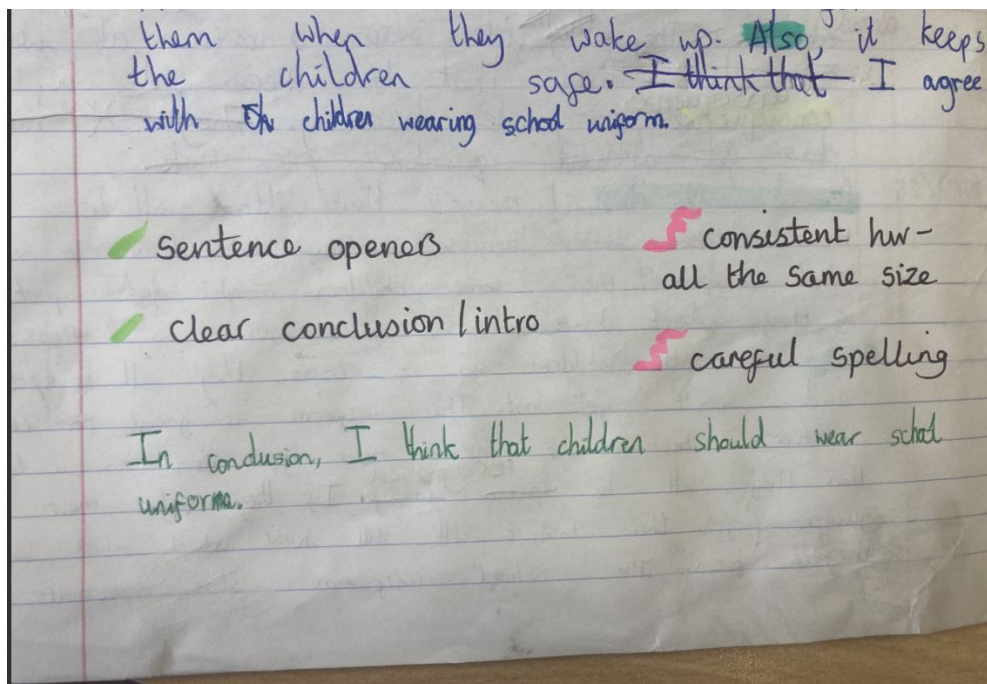
In line with our Growth Mindset philosophy, pink highlighting should be seen as a positive way to improve writing. Pupils are encouraged to see mistakes as part of the learning process.



Comments

Written feedback may help to clarify strengths and areas of development or encourage pupils to become more reflective about their work. It should be constructive and specific.

Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do questions 4 again.	Can you see a pattern in your previous answers that will help you answer Q4?
Good work	What do you think is your next step?
28 is the wrong answer – try again	28 is the wrong answer – Why?
Can you make it scarier?	Improve the highlighted verbs to add more suspense
You have made some silly mistakes...concentrate.	Practise these calculations using the expanded method.
Well done.	Convince me if this works with all numbers.

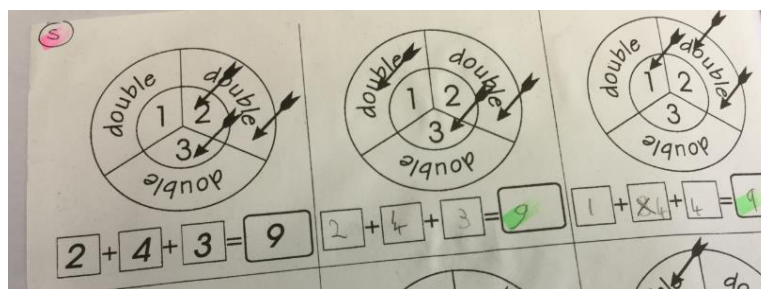


If a child requires more detailed verbal feedback, or has a great deal wrong, then a simple comment should address this i.e. 'We will work on this tomorrow'. These errors should be picked up on quickly and misconceptions should be addressed in order to prevent a child from 'falling behind'. This may be in the form of support, an intervention or pre-learning for a lesson.

Detailed comments

Some marking may include detailed comments if this is useful for assessment purposes, i.e. "Great use of a number line to add 2 digit numbers." A simple coding- S- support/ I – independent- may also be used for assessment purposes.

We completed some of these together as a group.
Elianna understood the concept of \times and \div on a number line but needed some support understanding how she could use her knowledge of times tables facts.





Group marking

At times, it may be appropriate to evaluate a group of children and target next steps. Pink and Green boxes will show what MOST children have as strengths and areas to develop which allows for opportunities for marking to feed directly into planning.

Whole class feedback sheets will be used to identify general strengths and areas for development.

Cold Write Shared Feedback

I am really pleased that I have:

 _____

 _____

My next steps to improve are:

 _____

 _____




Whole class feedback sheets will inform future planning and interventions.

Live Marking

Research indicates that oral feedback and live marking (at the point of learning for either misconceptions or additional challenge) is more effective than distance marking and therefore, whenever possible, staff should aim to give verbal feedback (noted as supportive modelling / live-marking and feedback within books within the lesson) at the point of identification of a misconception within a lesson so that pupils can act upon advice immediately.

Visual targets

In some cases, visual targets are used to indicate next steps

	Aa Bb		 a b c
Full stops	Capital letters	Finger spaces	Correct letter formation

Pupil should have a clear understanding of how they can improve their work.

Workload considerations

"It is likely to be more time consuming to pose questions or provide hints to correct errors. However, some of this time may be offset by the time saved not correcting mistakes. Using coded feedback is likely to save time." Educational Endowment Foundation, A Marked Improvement.

Expectations, Presentation and Standards

Teachers need to be explicit about standards of expectations, which must be modelled clearly during the whole class teaching. This includes:

- quality and quantity of writing tasks
- presentation

Teachers should insist that all pupils:

- underline dates and titles with a ruler
- use a ruler to draw straight lines and margins
- copy dates and titles correctly
- start sentences next to the margin
- use individual squares to write numbers
- glue work in neatly
- take care to produce neat handwriting.

All teachers must take care with their own handwriting and spelling - we are role models for pupil presentation and standards

Children are encouraged not to use rubbers in work for corrections. They use one neat line to cross through mistakes.

Spelling

Spelling must be addressed at an age and stage appropriate in all written pieces. Marking of spellings should initially focus on key word spellings or words which follow specific patterns (like -ed endings).

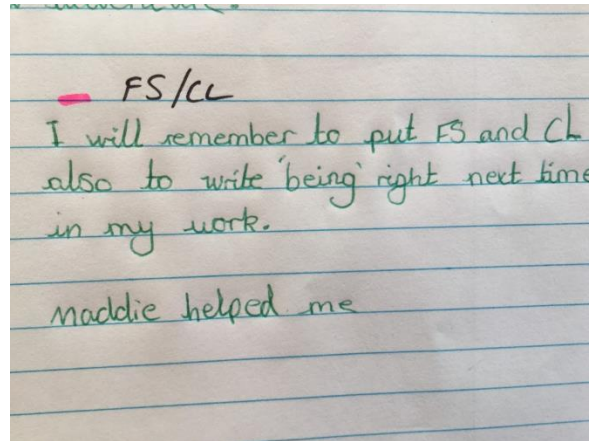
An incorrect spelling is highlighted in yellow highlighter. Children correct the spelling using a dictionary or their have-a-go spelling books in purple pen. Children write the correct spelling above the word in purple pen. Occasionally, key word spellings will be written at the bottom of the page for children to practise three times.

Marking of spelling should help pupils to understand how to spell words using spelling strategies in line with the teaching of spelling.

Response Marking

Children should feel engaged and motivated by the marking process. Children respond to improvements using green pens. This can be during the lesson or afterwards. Pupils will be given daily opportunities to respond to marking. This will be introduced from Reception as pupils are ready. As pupils move through Key Stage 1 and 2, this will be evident in each subject area for each lesson

taught. Sometimes children's responses to marking is not good enough. Teachers should address this as often as possible and model. Feedback should be specific and actionable.



Peer Marking

Peer marking is age appropriate and can be a verbal or written process. If children mark another child's work, they sign their name.

Self-assessment

Children use pink and green pencil crayons to self-assess their work.