Feedback and Marking Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	12/03/2024	AU	Added more specific highlighter
1.5	18/09/2025	AU	Added detail on about bubble marking (further comments) for children

Purpose of feedback and marking

To establish a broadly consistent approach to the way work is marked so that pupils value, and have a clear understanding of, the way their work is assessed. They will know how to respond to the marking system as a result of its consistent application throughout the school.

OFSTED RECOMMENDATIONS

• Teachers should provide pupils with incisive feedback, in line with the school's Policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils should use this feedback effectively.

• Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

• Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the Academy to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

• While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

• If it is necessary for inspectors to identify marking as an area for improvement for the Academy/school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

WORKLOAD-MARKING CONSIDERATIONS

• The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

• We recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)

• Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Aims

- Actively involve pupils in their learning through structured reflection, evaluation and assessment against the learning intention and personal targets.

- Develop pupils' metacognition so they understand themselves as learners and adopt strategies to improve.

- Build resilient, reflective learners who treat mistakes as part of progress.

- Accelerate pupil progress by providing written and verbal feedback that extends learning, deepens thinking and informs next steps.

- Give constructive feedback that helps pupils form a realistic picture of strengths and areas to develop.

- Check whether teaching has been effective and use findings to plan next steps.

What good feedback and marking looks like

Good feedback and marking occur when:

- Planning is personalised and based on what pupils already can do and on clear "move on" comments.

- Pupils know how well they are doing in each lesson and understand what they must do to improve.

- Teachers have a clear plan to extend learning (next steps, bubble marking, reasoning tasks, Bloom's Taxonomy).

- Pupils are routinely given purposeful opportunities to self-assess and peer-assess (self-reflection, peer marking).

General guidance and routines

- All pupils receive oral or written feedback appropriate to their age and the task.

- Move-on comments should be actionable and, where possible, open-ended. Best formats are a question, an imperative, or a short scaffold to close the gap.

- Pupils must be given time to respond to feedback — ideally as soon after the work as possible.

- Use a variety of feedback strategies (smiley faces, traffic lights, symbols) but always combine them with specific comments so pupils know what they mean.

- Feedback may come from teachers, other adults, parents, peers or the pupil themselves.

- **Purple polishing pens**: pupils use a purple pen across all books to edit, improve and correct work.

- When adults or pupils use **bubble marking**, comments must be visible in the book and there must be space for the pupil to act on them. Once acted upon, bubble-marked work should be read/checked, initialled and dated by the adult; the re-check should be at least the same standard as the original marking.

- All marking should pick up spelling, grammar and punctuation — especially high-frequency words, subject vocabulary and number formation — and prompt correction where appropriate.

- All books must meet the school presentation guide; where they do not, marking should address presentation.

- **All adults should use cursive script** when marking.

<mark>**English — expectations and practice**</mark>

- **Feedback for extended writing:**
  - FS2 & Year 1: immediate, verbal feedback while the child is working on extended pieces.
  - Year 2 and above: whole-class feedback used routinely for extended pieces; targeted written feedback as needed.

- **Highlighting:** yellow = misconception / error;

 green = success /brilliant examples

- **Corrections (spelling):**
  - FS2: teacher highlights 1 sight word or phonetically plausible spelling in yellow; pupils correct with support (more able children may correct 2).
  - Year 1: teacher highlights up to 2–3 words; pupils rewrite each sight word 3 times.
  - Year 2 onwards: teacher highlights up to 3 spellings (from the year-group spelling list) in yellow; pupils rewrite each three times.

- **Editing and peer work:**
  - From Year 2 pupils correct work in **purple** pen.
  - KS2 pupils encouraged to self-edit in **purple** and peer-edit in **pink**.

- **Focus of feedback:** choose the feature that will have most impact (typically one element from the success criteria). Aim for each child to receive at least one instance of deep feedback during the writing cycle. Use the feedback cycle to plan the next teaching step.

- **Teacher intervention:** mark any adult support with **TI**.

- **Literacy marking codes** (use consistently):
  - P = Punctuation
  - SP = Spelling (identify up to 3; pupil corrects)

- CP = Capital letter

- NP// = New paragraph

- ? = Confused meaning

- ^ = Missing word

- WT = Wrong tense

- WW = Wrong word

Maths — expectations and practice

- **Assessment & planning:** pre-unit and end-of-unit assessments are marked and used to identify next steps and gaps. Misconceptions from pre-units must be addressed before new learning begins.

- **Error correction:** all errors should be corrected before the next lesson; from Year 2 pupils use purple pens for corrections.

- **Highlighting:** use yellow to identify misconceptions/incorrect calculations; use green or ticks for correct answers.

- **Marking routines:** daily calculations are self- or peer-marked in the session and misconceptions addressed immediately. Peer-marking is established in Year 2 (summer term) and becomes routine in KS2.

- **Teacher intervention:** denote adult support with **TI**.

- **Foundation Stage:** teachers provide verbal feedback or a tick for correct answers. KS1 acknowledge work with a tick or green highlight.

Wider curriculum (Science, RE, PSHE, foundation subjects)

- **Documentation:** in KS1 and KS2, learning objectives and adaptive success criteria (where appropriate) must be stuck at the top of each page.

- **Feedback frequency:** aim for each pupil to receive meaningful feedback for at least one piece of work per unit (two pieces if the unit is longer than six weeks). For Science, RE and PSHE specifically, aim for at least one piece of meaningful feedback per unit.

- **Recording support:** use **TI** to indicate teacher/ adult support. In KS1, verbal feedback should also be recorded as appropriate.

- **Celebrating success:** successes and met success criteria should be highlighted in green and celebrated verbally.

Practical expectations for marking (summary)

- Adults use cursive script when writing feedback.

- Pupils use purple pens for corrections across all subjects; KS2 peer-editing uses pink pens.

- Use yellow highlighter to mark misconceptions and errors; green highlighter to mark successes/LCs.

- Bubble marking must show a comment, space for pupil response and then be re-checked, initialled and dated.

- Teacher intervention always annotated **TI**.

- Limit spelling corrections to a small number (maximum 3 in extended pieces from Year 2 upwards).

- Choose one or two high-impact next steps rather than a long list of corrections.