



Stoke Mandeville Combined School
Governing Body

Marking and Feedback Policy

September 2026

Adopted - September 2021
Reviewed - September 2026
Next Review Date - September 2027

Stoke Mandeville Combined School

Marking and Feedback Policy

(To be read alongside the Early Years Guidance)

Introduction

At Stoke Mandeville Combined School we believe that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

Feedback is part of the complex fabric of high-quality teaching that teachers work hard to implement successfully in their classrooms. As the available 'tangled web' of research evidence on feedback indicates, the range of impacts can be wide.

Teacher Feedback to improve Pupil Learning (Education Endowment Foundation- 2021)

Aims

Feedback should be **Meaningful, Manageable** and **Motivating**. It should aim to provide children with the information they need to improve in order to meet their personal targets, help create new ones and set aspirational targets.

Feedback will also provide summative and formative assessment and support future planning. This policy aims to provide consistency and continuity in feedback throughout the school so that all stakeholders have a clear understanding of expectations.

The Legal Framework

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2014) National Curriculum in England: Framework for Key Stages 1 to 4
- DfE and DHSC (2015, updated 2024) Special Educational Needs and Disability Code of Practice: 0 to 25 years
- DfE (2025) The Writing Framework
- DfE (2016) Eliminating unnecessary workload around marking

The school also has regard to relevant evidence-informed guidance, including:

- Education Endowment Foundation (EEF) (2021) Teacher Feedback to Improve Pupil Learning
- Education Endowment Foundation (EEF) Teaching and Learning Toolkit – Feedback

This policy also reflects the principle that marking and feedback should be purposeful, proportionate and focused on supporting pupils to make progress. The school does not require teachers to provide excessive or unnecessary written feedback. Feedback may be provided in a range of ways, including verbally, through whole-class feedback, during lessons, through live marking and through written comments where these are appropriate and useful to the pupil.

The school will have regard to the DfE's *Writing Framework* (2025) when considering the teaching, assessment and development of pupils' writing across the primary curriculum.

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy

Roles and Responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Key characteristics of Assessment for Learning

1. Learning Objectives
2. Success Criteria
3. Questioning
4. Feedback and Marking
5. Adjusting teaching to take account of prior learning and ability.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer suggestions - for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.

- Judge whether more immediate or delayed feedback is required, considering the characteristics of the LSAsk set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the LSAsk, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback, using a whole class marking sheet , which also allows them to respond to the feedback and ask questions.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand. The SENDCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Where appropriate, read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Take responsibility for their learning.

Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff therefore share with the children the learning objective for each lesson as this gives the children a focus, enabling them to review their own progress and to judge whether they have been successful in their learning. The learning objective focuses on learning, not activities.

Success Criteria

Developing success criteria to achieve learning objectives helps provide children with a framework against which they can focus their efforts, evaluate their progress and discuss their difficulties. Success criteria are generally generated by the teacher, but it has been recognised that where children are involved in generating success criteria they develop a better understanding of what they are striving to achieve. Success criteria provide a framework for a dialogue with children but should not be too specific so children are encouraged to develop greater independence in their learning. Discussions focus on how well the success criteria have been met. All success criteria should be linked to individual ability and take prior learning and attainment into account.

Questioning

During lessons, questioning lies at the heart of learning and teaching and we use it in a variety of ways, e.g. to assess a child's starting point so that teaching can be adapted to meet their needs or to

probe their understanding of a new area of learning. We recognise that although there is a place for closed questions, open questions are best for encouraging more complex and higher-order thinking, e.g.:

- What do you think ...?
- How do you know ...?
- Why do you think that ...?
- What if ...?
- What do you think happens next? Why?

We use a variety of methods for selecting which children will answer questions, e.g. random selection through the use of lolly sticks, framing specific questions for individual children and the no hands-up approach. We also use 'talk partners' or 'buddies' and approaches such as 'think, pair, share' so that children can discuss and rehearse their answers.

Feedback and Marking

The purpose of AfL is to provide feedback in such a way that children will move on in their learning. Teachers identify the next steps to learning as well as responding to the misconceptions children make. Feedback is given in a variety of ways:

Verbal Feedback

Children will work in an environment where learning is seen as something that requires effort. The language staff use will reflect this, e.g.:

'I know you are finding this difficult - I'm going to help you.'

'When you find something challenging, it's an opportunity to learn something new.'

We recognise that children benefit from discussing their learning and articulating their needs. In order to do this they need to be given time to reflect on their learning. Teachers will use the following types of prompts to promote this:

- What did you find difficult about learning to.....?
- What helped you when something got tricky when you were learning to?
- What do you need more help with about learning to.....?
- What are you most pleased with about learning to?
- What have you learnt that is new about?
- What do you need to do next to get better at ...?

Verbal feedback in any lesson will focus on the learning objective, success criteria, learning behaviours and, where relevant, a child's individual targets. When detailed verbal feedback is given to a child about their written work the teacher will write **V** on the child's work, accompanied by a brief note or code. LSAs should also write **V** and give more detail on a post it or sticky label which they will give to the teacher or attach to the plans.

Verbal feedback is the primary method of providing feedback to children in the EYFS. As with all children, it is used to enable the children to understand where they have been successful in their learning and what they need to do next to be more successful learners.

Mini plenaries are an important part of verbal feedback which may take place at any time during the lesson. They should have a notable impact on the quality of the learning; when the children return to

their learning they should be applying new skills or understanding with greater authority or confidence. They may be chosen to give a chance for reflection, to challenge thinking, to help identify next steps or to address whole class misconceptions. The use of Floor Books in Science, and Skills for Life will also give children the opportunity to discuss a range of responses and for the teacher to give verbal feedback.

Marking

The children should self-assess their work at the end of each lesson using the agreed format and teachers or LSAs will respond to this self-assessment. If a child has made a negative self-assessment or shows a misconception they will be asked to speak to the teacher or LSA. When this communication has occurred, it will be recorded with **V**.

Marking may be done by a teacher, LSA or child. It should be done using **red pen for class teachers, green pen for Learning Support Assistants** and **black pen for supply teachers and student teachers**. All marking is to be done in a clear legible hand. LSAs will circle S on the Success Criteria when they have provided support during a lesson. The LOA, LOPA and LONA will be circled by the teacher to indicate to what extent the child has achieved the learning objective.

Summative Marking

This consists of ticks and dots and is associated with a closed task.

Children will at times self-mark, mark with their buddy, mark in a group or mark as a class.

This type of marking enables staff and children to gain a quick insight into a child's ability or understanding in a particular area of the curriculum e.g. times tables.

Formative Marking

To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. During focus group work marking is best carried out with the child present, although it is recognised that this can sometimes be difficult to accommodate.

In order for marking to have the maximum impact it should focus on next steps or to further explore understanding related to the success criteria.

Pupil outcomes from every subject including handwriting need to be marked, though the manner in which this is done will vary from task to task, (see subject marking expectations).

The adult response to children's work may be oral or written feedback, which will be influenced by the age and level of the pupil involved. In the case of oral feedback, the teacher must add **V** and comment to the piece of work indicating clearly that oral feedback has been given or comment on the discussion.

Children will edit and improve their own work using purple pens.

Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.

Teachers should indicate appropriate incorrect spellings for children to correct in all extended writing and regularly indicate where grammar has been used incorrectly. Teachers may indicate the exact spelling to be corrected or they may identify the number in a specified paragraph or sentence e.g. '3 spellings to correct in this paragraph'.

Where work has been set/delivered by a supply or cover teacher, the teacher should indicate how the work should be marked and, in the case where this does not take place, class teachers will ensure that the work is marked according to school policy but note teaching was delivered by a supply teacher with the word SUPPLY (if the work has not been marked).

Expectations in Early Years

In EYFS Seesaw will be used as the main assessment tool. Observations should be informative, questioning should be of a higher level and be recorded within the observation along with any relevant direct speech from the child. Staff need to ensure the progression from live marking is clearly demonstrated within the observation. Each child will receive one detailed observation a week, more 'Wow' observations can be added. Every child will be observed in each of the 7 areas of learning throughout a half term.

EYFS writing and Maths books will be used as a record of progress when suitable. There is an expectation of 1 piece of maths and English evidence a week. This can be recorded via children's written work, scribed speech from the child or a quality photograph demonstrating the learning in the moment. Alongside this a next step will be shared through live marking and verbal feedback.

Comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning related comment.

It is expected that children are given regular opportunities to look back over at the comments made on a number of pieces of work to remind themselves of the progress or areas for development commented on.

Making Marking and Feedback Manageable

Marking and feedback can be time consuming but it is **an essential part of personalising and accelerating pupil attainment and progress**. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth). There will be at least one piece of extended writing per week which will require deep marking.
- Some pieces of work can be marked with groups of children.
- Peer and self-marking which has been modelled and taught to children.
- Children use a Purple Polishing pen when appropriate
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time (live marking)
- Refine time management skills and use time effectively e.g. during assemblies etc. Ensure work is marked **regularly and promptly** after completion, to allow for immediate assessment and feedback.

As an effective and time efficient way to significantly extend children's learning in extended writing the following may be appropriate:

- Suggest a specific improvement
- Live Marking
- Whole class marking

Monitoring and review

This policy is reviewed **annually** by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

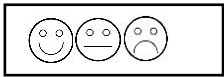
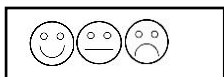
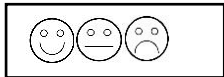
The scheduled review date for this policy is **September each academic year**

Appendix 1

Marking

Most work will have a label which is stuck into the child's book to identify the **Learning Objective** and **the Success criteria**. For presentation purposes these should be trimmed to a suitable size and stuck into books prior to learning. Children are capable of sticking these in independently.

- Children should assess themselves against the Learning Objective and the Success Criteria with this assessment grid after which, the teacher will assess the children's learning
- Every piece of work that has been completed by the children should be marked, or at specific times, initialled to show that it has been reviewed at the bottom of the piece of work comments made and/or work annotated at various points "within" the piece of work
- Children should read comments made by the teacher during the marking process. Some children may have the comments read to them.
- Children should be given time to reflect on and respond to comments made by the teacher.
- It must be clearly indicated if a child has been supported. This should be identified in the Learning Objective/Success Criteria assessment grid when it is evident
- Any verbal feedback should be clearly referenced

LO: We are learning to empathise with a character.					
I	P/G	S	LOA	LOPA	LONA
Success Criteria:				Self-assessment	Teacher assessment
I can recap the events in the story so far.					
Deeper: I can show how a character's feelings change within a story.					
Deepest: I can use conjunctions to create a piece of cohesive writing.					

LO sheets will have at least 2 generic success criteria in English with further statements added to create challenge.

Where appropriate, **‘Next-Step’** or **‘Developmental’** marking should offer feedback on attainment and success and should provide the pupils with “next steps” which should strengthen the teaching and learning process in order to accelerate and deepen learning.

‘Self-Assessment’ and ‘Peer Assessment’ should allow the children to assess themselves and/or their peers on the attainment and success of a piece of work.

When there is a ‘Next Step’ for the children to work on, this should either be indicated by the initials NS or these initials should be written under a ‘staircase diagram.’

Feedback comments can be constructed to require response by the pupils, at an appropriate level of challenge and such tasks must be completed by the pupils. Purple pens may be used for this.

English Books

- Every piece of work should be marked against the L.O.
- One piece of English per week (usually an extended writing piece) is focused, quality marked (inclusive of spelling and grammar).
- Purple pen to be used for editing at least once a week, where appropriate.
- Handwriting to be live marked, during the lesson.
- Whole class marking sheet can be used on an extended piece of writing once per half term
- Reading is usually marked through discussion and self-marking.

Maths Books

- Every piece of work should be marked against the L.O.
- Day to day marking can be followed with a verbal or written supplementary comment/question to ‘close the gap’
- Presentation will be commented upon if required.
- On occasions, children can self-mark, particularly in KS2, with teachers monitoring so that misconceptions can be addressed with the whole class, individuals or small groups as necessary. **Self-marking may be followed by teacher live marking to ensure there are no major misconceptions.**
- During practical or ‘active maths’ feedback will be given verbally during lessons.

All other written work

- Every piece of work should be marked against the L.O.
- In Key Stage 2, one piece of work per half term should be peer/self-assessed.

Other work

- Verbal feedback will be given during or at the end of each session.
- Learning objectives will not be used in art books so as not to inhibit creativity.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: “Are you trying to achieve A, B or C?” By doing this, teachers guide

the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.

- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

Where they are used, useful “Closing the Gap” comments may include:

Style of Question/Marking	Comment
Challenge	Can you add character dialogue at an appropriate part of your story?
Reminder	Start each of your instructions with an adverb. Can you add an extra instruction using ‘carefully’?
Steps	First re-read your sentences. Then add the full stops.
Example	The trees, <i>with the jagged branches</i> , swayed in the breeze. Write your own sentence with an embedded clause.

Peer Assessment / Self-Assessment

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Procedures when marking individual pieces of work

- A circle may be drawn around a punctuation error and the error referred to in the margin or at the end of the piece of work. Teachers may decide to indicate that there are a specified number of errors in a particular paragraph to encourage greater independence, depending on the year group.
- Not all punctuation errors necessarily need to be highlighted depending on the needs/understanding of the individual children and at the professional opinion of the teacher.
- Omitted words should have an inverted v (^) drawn between the two words where a word is missing
- Two 'forward slashes' should be placed in the margin to show when a new paragraph is needed where appropriate.
- If a sentence is unclear, a question mark should be placed in the margin next to where the indistinct word(s) is or above the sentence in which it occurs

In year 3 and for children with specific needs:

- 'CL' should be used to indicate where capital letters should have been used
- 'FS' should be used to indicate where a full stop should have been used
- A forward slash / should be used to indicate where a finger space should have been used.

Spelling

- Spelling errors may be identified by drawing a 'squiggled' line underneath the misspelt word. The initials SP may also be written in the margin. Teachers may decide to indicate that there are a specified number of errors in a particular paragraph to encourage greater independence.
- Not all spelling errors need to be identified. This depends on the needs/understanding of the individual children and at the professional discretion of the teacher.
- In KS1 a maximum of 3 words should be identified and corrected
- In KS2 a maximum of 5 words should be identified and corrected.
(For all spellings staff should refer to the National Curriculum lists as well as an awareness of individual ability.)
- Spellings should be identified for children to complete correct spellings under any writing that has been completed

This may vary depending on the specific needs/understanding of the children. Consistently misspelt high frequency words may also be identified.

During homework tasks and home learning tasks set online, teachers will provide an appropriate response online using Google Classroom or Seesaw.

Target and SEN children

Effective marking and feedback must be accessible to all pupils and reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. As well as enabling children who experience difficulties to be able to access the comments in marking and feedback provided, further challenge should be provided for children to enable them to achieve their educational potential.

Appendix 1

- Teacher mark in red
- LSAs mark in green
- Supply staff / trainee staff mark in black

Marking Codes

Written Code	Meaning
V	Verbal Feedback given
NS or 	Next Step / Development Point. Used where the pupil has a specific next step to work on.
S (circled)	Support was provided by an LSA during the lesson.
LOA (circled)	Learning Objective Achieved.
LOPA (circled)	Learning Objective Partially Achieved.
LONA (circled)	Learning Objective Not Achieved.
✓	Correct / successful response, particularly for closed or summative tasks
• / dot	Incorrect response/error in closed or summative marking.
○ / circle	Punctuation error identified. The policy says a circle may be drawn around the error and referenced in the margin/end.
^	Missing/omitted word.
//	New paragraph needed.
?	Sentence is unclear / meaning is unclear.
CL	Capital letter needed. Used in Year 3 and for children with specific needs.
FS	Full stop needed. Used in Year 3 and for children with specific needs.
/	Finger space needed. Used in Year 3 and for children with specific needs.
SP	Spelling error. May be written in the margin alongside the error.
Squiggly underline	Indicates a misspelt word.
SUPPLY	Indicates work has not been marked because it was taught by a supply/cover teacher.