



Marking and Feedback Policy

Ratification Date: ____20/07/21____

Signed: ____AJHawkins____

Review Date: ____12/09/25____

Date of next review: Sept 27



Version Control

Version	Date	Changes
1		Original
1.1	September 23	Minor grammar and spelling amends; reformat of document
1.2	02/10/24	Updated key staff details
<u>1.3</u>	<u>12/09/25</u>	<u>Update staff details</u>

Review

Approved and reviewed by The Board of Directors.

This policy will be reviewed biannually, or more frequently, if necessary, to ensure that it remains up-to-date and effective. The review will take into account changes in legislation, guidance, and best practice. The review will also consider feedback from Young people, staff, and parents.

Key staff involved in Marking and Feedback Policy and monitoring.

Dave Smith - CEO

James Samuel - Head of Centre

Sarah Evans – Assessment Lead

V1.2 Sept25



Feedback is a response to children's work that makes a difference in their future learning. At Liminal we value both oral and written feedback.

Aims

We believe marking should provide constructive feedback to every child, focusing on success and improvements needed to meet future learning objectives, success criteria and personal targets. This is aimed at enabling children to become reflective, successful learners and to ensure progress is made. It must also inform teachers, parents and other stakeholders about the achievements of pupils.

Purpose

The purpose of our marking and feedback is to provide information and challenge for pupils and to inform teachers and parents.

For the child we want feedback to:

- Let them know what they have achieved
- Consider points for improvement
- Help build self esteem and motivate
- Help them understand what targets they need to work on
- Help them assess their own work
- Encourage a response.



For the teachers we want feedback to:

- Inform planning so we can advise individual children on how to progress to the next step
- Help us gain a sense of how the group as a whole, or groups within it, are performing
- Inform differentiation
- Provide us with the evidence we need to make judgements about pupil attainments, particularly with regard to teacher assessment standards related to the National Curriculum.

The best feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed. The main objective of marking and feedback is to help children learn. If children's learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self esteem.

Marking Non-negotiables.

All children are entitled to regular and comprehensive feedback on their learning

- Mark learning daily
- Marking should be neat and legible and contrast with the pupils' work so that it can be identified easily
- Marking will inform planning
- Pupils are provided with daily feedback both oral and written.
 - Detailed feedback using www.ebi.net to be given at least weekly
- The comments should relate to the learning objective for the activity

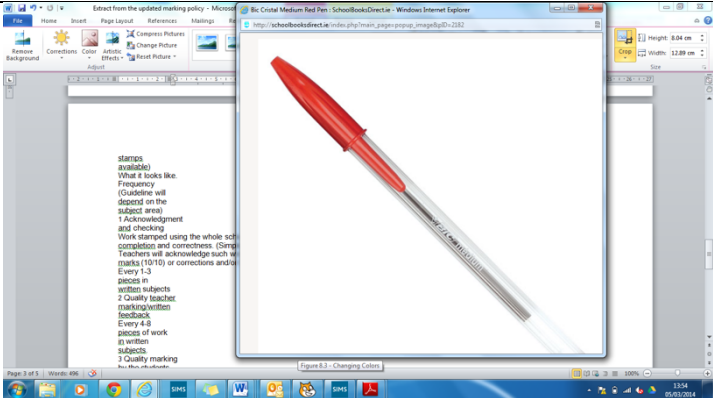


- Responses should be constructive, acknowledging what has been achieved as well as highlighting areas for improvement
- Marking should take place in the presence of the pupil and be verbalised to them weekly
- Pupils should be provided with opportunities to assess their own and others learning
- If a stage, level or grade is included as part of the marking, pupils must clearly understand what that implies
- The outcomes of marking, along with other information, should be used to adjust future teaching plans
- Teachers should ensure that pupils understand the codes used in marking
- Pupils should be given time to read teacher's comments and encouraged to take necessary action at least weekly
- Where behaviour has impeded progress/learning output, a sensitive comment to reflect this will be written on the piece of Learning.
 - If learning is recorded elsewhere or a pupil is absent then a note will be made in the pupil's book

Marking symbols.

Type of marking	Symbol or colour pen used	What does this look like?	Frequency	How will it be moderated?
Literacy Marking symbols	Refer to appendix one 'Literacy Marking Symbols'	Literacy is tackled by using the whole school Literacy Marking Symbols and correcting subject specific spellings. Staff must use the symbols to indicate mistakes and provide students with the opportunity to practise. Basic literacy must be addressed across the curriculum.	Every lesson	Departmental marking moderation Whole provision marking trawl.
Acknowledgement and checking	Green tick ✓	Green ticks indicate that the work has been checked	Every lesson	Departmental marking moderation

		for completeness and correctness. The teacher will correct any errors following the whole school subject policy and use of marking symbols. Where necessary, correct answers will be modelled.		Whole provision marking trawl
Quality teacher marking/ written feedback	WWW EBI NET	WWW.EBI.NET What Went Well? This is detailed feedback which relates to how well students have met the learning objectives in classwork or a key assessed piece of work. A positive comment which relates to the learning objectives /success criteria. One area where the success criteria was not met and/or a suggestion /question to encourage	When appropriate for student.	Departmental marking moderation Whole provision marking trawl Appraisal, lesson observations

		further thinking about the success criteria. Pupils should have the opportunity to respond to the target. Students are set an extension task related to the success criteria.		
Quality student comments.		The students should engage in marking dialogue with the class teacher. All student comments should be completed in coloured pen or pencil. Coloured pen/pencil should be used: • In response to the class teacher feedback of WWW.EBI.NET • In response to any question posed by the class teacher	At least once per week or more frequently to support other forms of assessment or marking	Departmental marking moderation Whole provision marking trawl Appraisal, lesson observations

		When correcting any error identified by the class teacher		
Verbal feedback	VF (Verbal feedback given)	There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an on-going dialogue as work progresses towards the learning intention/success criteria. This abbreviation could be used to indicate where you have already gone through answers in class. Or if all students have made a similar mistake or any kind over discussion with the teacher has taken place.	Use as appropriate to support other forms of feedback	Departmental marking moderation Whole provision marking trawl



Marking Guidelines

- Where possible, feedback should be given in the presence of the child.
- Feedback should include: continuous verbal feedback and mini-plenaries to model and share good examples, time allocated for conferencing with pupils.
- Marking codes must be displayed in the classroom.
- Pupil's targets must be stuck into books and pupils should know these.
- Correcting every mistake can be disheartening, so it is often better to focus on particular aspects of the work at different times. Pupils will need to be aware what aspects are being made a focus. Every piece of work needs to be acknowledged by a teacher mark or comment and the majority of work should be marked in detail on a regular basis.
- Pupils need to be trained how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to learning.
- Self-assessment - pupils should self-mark where possible, identifying their own successes and looking for improvement points. Methods may vary according to the age and ability of the children, but can include the following; traffic lights, smiley faces, using generated success criteria check lists, and children writing their own comments on a post it. The plenary could focus on this process as a way of analysing the learning. This work should still be marked by the teacher and the self-assessment the pupil has made should be commented upon.
- Peer assessment – this involves pupils taking responsibility for assessing the work of their peers against set success criteria. When appropriate, and after considerable teacher modelling, pupils may mark a partner's work. Initially the focus should be on identifying the strengths using the success criteria. They can provide feedback to their peers, with a related comment on a post-it note, or complete a tick



list/table against the success criteria. They could be asked to complete a 'what went well:' and 'even better if...' slip prepared by the teacher to stick in the book. The pupil marking the work should write their name under any comments. The peer assessed feedback needs to be acknowledged by the teacher.

- Basic skills – All subjects have adopted a whole provision approach to the marking of literacy. There is a strong relationship between marking for literacy and marking in general as marking the literacy elements of pupils' work can complement and support the focus on subject knowledge and understanding. Spelling, punctuation and grammar errors should be commented on, using the literacy marking symbols where appropriate, but should not distract from the key learning intentions. The appropriate marking symbols should be used but extra feedback may need to be given to some children. Mathematical errors in other subjects should also be commented on, where appropriate.
- Next steps – these should be identified regularly and be used to inform future planning. Gap or extension tasks may be set to support the child in making progress. Teachers should plan time for the child to complete these tasks which, for example, may remind the child of a process, scaffold learning or model a process. Dates for next steps should be indicated in the marking.

Appendix One

Literacy Marking Symbols.

SP Spelling error (incorrect part of word circled and correct spelling written in the margin)

CL Capital Letter (incorrect use of case circled)

^ Omission.



// Start new paragraph.

0 Punctuation error. (Incorrect or missed punctuation marked with a circle with explanation given)

? This doesn't make sense