



Marking and Feedback Policy

Policy written:	May 2023
Policy review date:	May 2026
Signed by Director:	<i>E. Barnett</i>

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by directors	Date implemented
29/05/2025	Eloise Barnett	Name of policy changed to add feedback and remove 'assessment', so this becomes a separate policy. Adjustments to layout to give clarity.	29/05/2025	29/05/2025

Introduction

Marking is an important process and reflects the aims of our provision, which seeks to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self-image and increase pupil independence in learning. The marking policy takes into account Phoenix ND Education Ltd.'s policy on equal opportunities.

Background Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. In a study about marking, students highlighted a number of points, they like:

- ✚ to see that their work is carefully considered
- ✚ to know that their effort is acknowledged

- ✚ to know clearly what they do well, where they go wrong, and, specifically, how they can improve
- ✚ detailed comments but not too much writing
- ✚ honest comments
- ✚ stickers and stamps (even for older children)
- ✚ time to read what a teacher has written and to ask questions
- ✚ grades and levels for work based on clear success criteria
- ✚ seeing examples of good work from other students.

The way that work is marked can make or break the essential dialogue between teacher and learner: this is the dialogue which enables a student to know how well they are working, what their strengths are and what to do next to improve.

Marking should provide constructive feedback appropriate to the needs and aspirations of each learner, focusing on success and improvement against learning objectives and success criteria.

Marking should help students become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning.

We aim to provide a system of marking that is consistent and continuous, across each stage within our provision, that informs and influences our planning and which enhances learning.

Effective marking should:

- Identify achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give learners specific praise for the success of their work, showing it is valued
- Give learners clear strategies on how they can improve their work
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team.
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the provision
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in the learner's work.
- Be in line with assessment/qualification criteria where applicable

Non-negotiable Procedures for Marking

- Learning objective and date must be on work.
- All marking is to be carried out in **green** pen.
- All marking is to be done in a clear legible hand.

- The marking code is to be followed in all cases. (See below)
- The marking code should be accessible to all pupils.
- If a next step should be given, this should develop students learning and be linked to the session's objective.
- "Even better if" must be responded to by the student, using a purple pen.

Different types of marking

Self-assessment

Students can assess their work against their learning objective accordingly.



'I find this difficult'



'I can do this but need more help to feel confident'



'I can understand and do this, and this shows in my work'

Students can also use purple pen to respond to feedback to 'upgrade' or improve on their work including to amend their spelling, punctuation, and grammar.

Self/peer evaluation





All learners should be reminded to self-evaluate against success criteria and older learners should be encouraged to identify at least one success and look for an improvement point.

Students will be taught about constructive criticism prior to assessing peers' work and using success criteria to aid assessment. Students will identify one positive aspect of work and suggest one area for improvement. This can be framed using the 'What Went Well' and 'Even Better If' model. This can be done in any colour but not green or purple and the peer assessor's initials must be also left.

The end of each lesson should focus on this process as a way of analysing learning. This process should also highlight specific learners who need targeting with specific things through a focused intervention.

Marking improvement prompts:

- Reminder prompt: linked to success criteria and L.O. e.g., Say more about..... Explain this....
- Scaffolded prompt: A sentence given by the teacher with missing words or an open-ended question e.g., Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

- Basic marking: would include one or some of the following:
 -  Verbal comments during the lesson and after lesson
 -  Assessing against the LO and SC
 -  Use the codes to mark; no comments need be written at the bottom of the work
 -  Praise could be given on any/all elements of work

Ideas for comments and marking codes are at the end of this policy.

Learners' response to the comments

Learners should be given time as appropriate, at the start of the day/ or in a discrete time set, to read and respond to the written feedback the teacher has provided.

Learners should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Learners should be expected to respond to the written feedback, either by correcting mistake in a pencil/different coloured pen or by writing a reply.

When learners have responded to feedback, teachers should initial their feedback to acknowledge the learner's response or use the ✓ symbol where appropriate.

Learners within a pre-formal curriculum/life-skills:

Not all children will be engaging in a formal curriculum that requires the above-mentioned marking process. Some activities will be play or experience based.

Others may be taking part in planned activities involving life-skills or activities in the community. These lessons are treated by Phoenix ND Education as core curriculum areas but considered to require less formal marking procedures.

Marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations

Annotation of work and photographs by staff




Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or experiences

Examples of feedback prompts requesting response.

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc.)	Look back at your work – can you add... (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
Is there another way you could write this information (highlight sentence)?	If the answer was What could the question be?
Can you find a way you could write this in a shorter sentence?	Is there another way you could do this?
Finish this sentence:	Can you find a quicker way of doing this?
Fill in the blanks:	Finish this sentence: (Explaining work)
	Fill in the blanks:
	$2 + 6 = \square$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc.)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...?	What ... would you use to...?
e.g. What word would you use show me what the character is feeling?	e.g. What unit would you use to measure the width of the table?
	What are the ... of ...?
	What are the factors of 42?
Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...?
	e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean?
	What maths words also mean...?
	Would it work with different numbers?
What if you could only use...?	What if you could only use ...?
e.g. Short sentences, complex sentences, The adjectives for sight and sound?	e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...?	What if you could not use...?
Short sentences, simple sentences, the adjectives for sight?	Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

Marking Code

I	Independent work
S	Supported work
PS	Problem solving/reasoning skills
WWW	What went well
EBI	Even better if...
VF	Verbal feedback given
AA	Initials for reviewer (person who is marking)
	Correct
	Incorrect
	Capital letter or punctuation error
<u>Word underlined (straight line)</u>	Spelling mistake
<u>Word underlined (wavy line)</u>	Grammatical error/doesn't make sense so read again