

The Blue Coat School

## **FEEDBACK AND MARKING POLICY**

Approved by the Governors' Teaching, Learning and Curriculum Committee on \_\_\_\_\_

Signed: \_\_\_\_\_

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Feedback and Marking Policy was devised by the Academic Lead and the Assistant Head (Learning and Teaching) in consultation with the Academic Team.

Date of Next Review: Trinity 2026

## FEEDBACK AND MARKING POLICY

### 1. RATIONALE

#### 1.1

At The Blue Coat School, feedback is defined as a response to pupil's learning to provide guidance about their progress. This should be through marking, discussion and formal or informal progress meetings. Through effective feedback and marking, formative assessment information should be utilised to support planning, target setting and achievements. Feedback and marking must be **meaningful, manageable** and **motivating**. It is integral to a successful teaching and learning process.

#### 1.2

'Feedback is one of the most powerful influences on learning and achievement'. (Hattie and Timperley 2007, *Review of Educational Research March 2007*, vol. 77, No. 1, pp 81-112). Therefore, feedback must be prompt and constructive, focussing on the successes and targeting specific learning gaps. It must be accessible to pupils.

#### 1.3

Feedback and marking should enable pupils to develop a Growth Mindset. 'Growth Mindset' marking should focus on the skills which pupils have used and the effort they put in to enable them to learn. pupils should be praised for the progress they have made before being challenged in something new. Feedback and marking should be process related. Examples of the terminology to be used are set out in Appendix 1.

#### 1.4

Teachers should provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupils' learning can progress.

#### 1.5

The purpose of feedback for pupils is to:

- raise attainment and help them to reach their individual full potential
- acknowledge individual successes
- foster self-motivation
- teach them that feedback on their work is an essential element of the learning process designed to support positively and not to criticise in a negative manner

### 2. AIMS

#### 2.1

Feedback must:

- be accessible and, if handwritten, legible to the pupil
- encourage a dialogue between pupils and adults regarding progress, success, challenge and areas to target for improvement
- relate to the learning objectives taught during a lesson, success criteria and/or previous individual targets set
- give each pupil recognition and appropriate praise for the success of his/her work
- encourage pupils, by demonstrating the value of their learning
- measure progress against targets, school or national expectations
- reflect the school's expectations of pupils' work
- provide a tool for teacher assessment (diagnostic, formative or summative)
- help the teacher to evaluate teaching and inform future planning
- develop the teaching of self-assessment techniques to help pupils evaluate their learning

#### 2.2

Marking must be completed in a timely manner. Prompt marking enhances assessment by feeding into planning and motivates pupils to pursue their learning goals.

### 2.3

Each pupil is entitled to have his or her efforts and achievements recognised regardless of gender, ability, age, religion, race or cultural background.

## 3. RANGE OF FEEDBACK AND MARKING

### 3.1

Feedback has to be given on all of the pupils' learning. There are four possible types of feedback:

- **Teacher intervention** to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of Verbal Feedback, effective questioning and Live Marking
- **Light marking** of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work
- **Developmental marking** in which incisive feedback on attainment and success is given and a response from a pupil is required to strengthen the teaching and learning process and accelerate and deepen learning
- **Self-assessment** and **peer assessment** of the attainment and success of a piece of work.

### 3.2

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set and a good balance of all possible types should be in place.

### 3.3

Prep Teachers should use a range of Showbie's feedback **Annotation Tools** which include handwriting, text, highlighter, emojis or voice notes (up to 30 minutes long) that can be placed anywhere on a document.

## 3.4 Teacher Intervention

### 3.4.1

Verbal feedback is a powerful force for moving pupils on in their learning because it allows pupils to clarify misconceptions immediately. It is important that verbal feedback does not provide answers but challenges pupils to find the solutions themselves through signposting the way. As with any feedback, it is important that verbal feedback comments are specific, measurable, relevant and achievable.

### 3.4.2

Verbal feedback comes in at least 3 formats:

- **Appreciation:** recognising and rewarding a pupil for great work.  
Appreciation connects and motivates pupils, and intrinsic motivation is one of the critical factors for high-performance.
- **Coaching:** helping a pupil expand their knowledge, skills and capabilities.  
Coaching is also an opportunity to address feelings, which helps balance and strengthen relationships.
- **Evaluation and self-reflection:** assessing against a set of standards, aligning internal and external expectations and informing decision-making.

### 3.4.3

Verbal response/feedback is key in all lessons, but particularly for groups such as pupils with SEN or EAL, for pupils in the Early Years Foundation Stage (EYFS) and early in Key Stage 1 (KS1), or in practical subjects such as PE. Verbal feedback can be given to individuals, groups and to the class as a whole. These comments could be reinforced by gesture or demonstration, if appropriate.

### 3.4.4

Verbal responses should be relevant and adults must act as role models with the use of positive language. These discussions must be recorded using the V symbol on a pupil's piece of work or by using a 'verbal feedback given' stamp/sticker.

### **3.4.5**

Verbal feedback does not need to be recorded in written form.

## **3.5 Light Marking**

### **3.5.1**

Acknowledgement marking will recognise work variously through the use of ticks, agreed symbol systems, stickers or stamps, simple marks or corrections and/or brief attainment based comments. The pupil's work will have been checked for completion and correctness.

### **3.5.2**

All pupils' work is to be at least light marked. No work should go unmarked.

## **3.6 Developmental marking**

### **3.6.1**

In the EYFS, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.

### **3.6.2**

Developmental marking should be based on high quality foundations, timed appropriately, focused on the task, subject, and/or self-regulation, and then used by pupils.

## **3.7 Self-Assessment**

### **3.7.1**

pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

### **3.7.2**

All staff encourage pupils to be actively involved with their own learning. Achievement of a learning objective must be recorded by the pupils as self-assessment using a partial 'traffic light' colour system in all lessons. If a pupil has fully understood the learning objective and has made clear progress during the lesson, no colour is required.

pupils record whether they perceive that they have:

- partial understanding of the learning objective, where some progress has been made during the lesson (orange)
- not fully understood the learning objective and have made limited progress during the lesson (red).

### **3.7.3**

A comment should be added by the Teacher or Teaching Assistant to further clarify the pupil's self-assessment if a pupil has self-assessed themselves as 'partially understanding' (orange) or 'not fully understanding' (red) the learning objective.

### **3.7.4**

Learning conversations should be visible in books. At the end of a lesson, a pupil should be allowed to reflect on their learning and record a question or comment about the lesson. A response from the Teacher or Teaching Assistant will be required in order for the pupil's question or comment to be responded to appropriately. This may be recorded using the V symbol on a pupil's piece of work or by using a 'verbal feedback given' stamper/sticker.

## **3.8 Peer-Assessment**

### **3.8.1**

Peer assessment involves pupils in the assessment process, with them taking on the role of teacher by reviewing work of their peers against a set criteria. Peer assessment can help to secure and develop a pupil's understanding

of how they are assessed and how particular marks and grades are awarded. By assessing others' work, they are able to critically reflect on tasks and evaluate their own learning while also exploring how their peers have approached and prepared their answer/s. It can provide pupils with examples of good practice and therefore model how an answer might be formed or might look.

### **3.8.2**

With appropriate guidance and training from the teacher, pupils are able to swap work with a partner and mark the work according to the success criteria. Dialogic talk about learning is an important skill that we seek to develop throughout The Blue Coat School.

### **3.8.3**

In KS1 the pupils may use a smiley face or tick system to indicate whether they feel their partner has achieved the success criteria.

### **3.8.4**

In Key Stage 2 (KS2) the pupils should be encouraged to leave a positive comment and a suggestion about how their work may be further improved. The pupils must then state 'PA' (peer assessed) at the end of the piece of work to show that it has been marked by a peer.

### **3.8.5**

If work has been 'peer assessed' the teacher will need to initial the work afterwards to acknowledge the task has been carried out appropriately.

## **4. SPELLING, PUNCTUATION AND GRAMMAR**

### **4.1**

It is important that pupils see that spelling, punctuation and grammar matter in all work, and marking must reflect this.

### **4.2**

Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.

### **4.3**

High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.

### **4.4**

Technical language should be corrected when it is not spelt correctly, and the grammar, punctuation and spelling (GPS) should be marked in the same way as work in English books.

### **4.5**

In the EYFS, Key Stage 1 and in a small number of cases in Key Stage 2, teachers may need to correct spellings to make work intelligible for audiences other than the pupil.

### **4.6**

When feeding back for improvement a small number of spellings could be identified for the pupils to practise. These should be either:

- appropriately challenging for the pupil or
- common exception words that should be known (3 maximum)
- subject-specific vocabulary.

These should be identified and time put aside for practise or corrections.

### **4.7**

A small number of other spelling errors may be corrected by the teacher within the text, but these should be limited in number so as not to inhibit the pupil in future.

## 5. THE MARKING CODE

### 5.1




The marking code must be used in all areas of the school to reflect on the success criteria and learning objective. It must be accessible to the pupils and an age-appropriate marking code is displayed on the inside cover of every pupil's English and maths book in KS1 and KS2. The code should be discussed frequently with the pupils and explained or defined to parents so that it is not misinterpreted.

### 5.2

Pedagogic marking stampers (Pedagogs) are used in the EYFS and Year 1 as a visual representation of the success criteria. These may also be used to inform pupils of their next steps. These pedagogy stamps are designed for young pupils who need a basic level of feedback to aid their understanding. Pupils are aware of what each stamp means.

### 5.3

The codes for KS1 and KS2 are as follows:

- I Independent learning/no support by an adult (or 'independent work' stamper used)
- S Supported by an adult (or 'adult assisted work' or 'teacher assisted work' stamper used)
- V Verbal Feedback given to the pupil about his/her piece of work (or 'verbal feedback' stamper/sticker used)
- PA Peer Assessed
- N/S Next steps (in pink biro)
- Sp Check your spelling
- X3 Copy the correct spelling three times
- // Start a new line or paragraph
-  Indent
- ^ You have missed out a letter/word
- ? Does this make sense?
-  Missing punctuation
- C Correction needed
- CL Capital Letter
-  Mistake

### 5.4

Effective feedback should move learning forward. Next Steps are used to ensure feedback is actionable, timely, and focused. To maximise its impact, feedback is categorised into three distinct types.

There are three main types of effective feedback:

- Achievement-focused feedback
- Improvement-focused feedback
- Extension-focused feedback

#### 5.4.1

Achievement-focused feedback identifies precise elements of success in relation to the learning objective and/or success criteria. The aim is to build pupils' confidence and reinforce effective strategies and, as a result, it may link to self-assessment tools (e.g. traffic lighting) or targets previously set by the pupil or teacher. E.g. *You used time conjunctions effectively to sequence your instructions.*

#### 5.4.2

The purpose of Improvement-focused feedback is to close the gap between current and desired understanding. This means errors or misconceptions are highlighted and provides clear guidance or prompts to help the pupil understand how to improve. Feedback should be framed constructively and scaffolded to support independent

improvement. An example of an improvement-focused next step is: E.g. *You've described the setting well, but can you add an expanded noun phrase to give more detail?*

### 5.4.3

The purpose of extension-focused feedback is to identify where further understanding can be explored, to deepen learning and further extend higher order thinking. This type of feedback encourages pupils to apply knowledge in new ways, justify reasoning, or make connections; it supports metacognitive development by prompting reflection or strategic thinking and is often used to challenge high-attaining pupils or those who have demonstrated a secure understanding of content. An example of an extension-focused next step is: E.g. *Why do you think the character acted that way? Can you support your view with evidence from the text?*

### 5.5

Green and pink must be used when marking **writing in all subjects**.

- 'Green is great!' – green used to emphasise success
- 'Pink to think!' – pink used to denote areas to improve e.g. a specific error or misconception.
- Green or pink should be used to indicate whether or not the learning objective and success criteria have been achieved.





### 5.6

In all **maths** lessons, green must be used to denote areas of understanding and pink must be used to denote areas requiring more work. This should be accompanied by a comment to help a pupil to reflect upon how to improve the quality of their work. A green and pink should be used to indicate whether or not the learning objective and success criteria have been achieved.

### 5.7

If a piece of work has been marked on the Showbie platform, each pupil will receive a final overview of their learning in the grade function box.

The following Showbie emojis must be used:

	The pupil has met the learning objective	Green circle
	The pupil is working towards the learning objective	Orange circle
	The pupil has been given a next step	Footsteps
	The pupil has been awarded a star for their work	Star

## 6. POLICY REVIEW AND MONITORING

### 6.1

This Policy should be read in conjunction with other related whole school policies and documents including the Teaching and Learning Handbook, the Curriculum Policy and the Remote Learning Policy.

### 6.2

This Policy will be reviewed annually in the Trinity Term, or before if necessary. It will be presented to the Governor's Teaching, Learning and Curriculum Committee for approval. The minutes of this meeting will be presented to the Governors.

**Praise Effort and Persistence**

- I can see you've worked really hard on this. Your effort is paying off!
- You didn't give up, even when this was tricky.
- 'Well done. You are learning to...'
- 'You have focused well this morning to ...'
- 'You have listened and are making a real effort to...'
- 'You kept going even though you found...rather challenging.'
- 'You kept going and didn't give up.'

**Encouraging Problem-Solving and Independence**

- That was a great strategy you used - how else could you tackle a problem like this?
- I like how you tried different approaches before finding the best solution.
- You are developing your problem-solving skills by thinking carefully about your next steps.

**Focusing on Progress and Growth**

- Your writing has improved because you've been working on using a greater range of adjectives.
- You're building your skills step by step - keep going!
- This challenge stretched you, and you rose to it! What did you learn from the process?
- 'What are you most proud of?'
- 'Great progress today, XX!'

**Other suggested comments**

- 'I know you can try even harder next time.'
- 'I am sure you will continue to work hard next lesson.'
- 'Thank you, you have listened well and you have a good understanding of...'
- 'Your listening skills were excellent today and you have achieved good results.'
- 'You really put in a great deal of effort today.'
- 'Thank you for trying so hard. Come and see me and we can talk about how you can make it even better for next time.'
- 'Challenge met.'
- 'You have focused and achieved good results.'
- 'You enjoyed learning about...'
- 'Good learning.'
- 'Great learning.'
- 'Excellent learning.'
- 'Great concentration today.'
- 'A really great effort. We will look at this again.'
- 'A really great effort.'
- 'You worked hard today.'
- 'You have been working so hard. We will look at this again.'
- 'This is great! You have worked hard.'
- 'You are trying so hard. Good effort.'
- 'Such a hard worker. Target met.'
- 'Are you proud of your work?'
- 'Although you found this challenging, you persevered ...'