Sandbach Primary Academy

Policy for

Marking and Feedback

Prepared by:	Adopted by Local Governing Body	Signed	Review Date
Mrs C Caldwell			**December 2025**

Statement of intent

Sandbach Primary Academy understands that a comprehensive and clear marking and feedback policy is the key to helping pupils make progress, achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers and teaching assistants at Sandbach Primary Academy will ensure that all feedback and marking avoids negativity, and instead encourages pupils to take part in a dialogue that improves their performance.

Signed by:

_____	Principal	Date:	_____
_____	Chair of governors	Date:	_____

Introduction

Effective marking and feedback are vital elements of teaching. They are an essential part of the education process. They are the interaction between teacher and pupil: a way of acknowledging pupils' work, checking understanding and outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. The aim of this policy is that all marking and feedback should be meaningful, manageable and motivating.

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: often short, challenging comments or oral feedback are more effective.*

At Sandbach Primary Academy effective marking and feedback may take different forms. How effective marking is will be defined by the quality and not the quantity. The quality will be judged by the impact the marking has on pupil outcomes and progress.

1. Marking

1.1 Aims and objectives:.

All teachers will keep in mind a core set of goals when giving feedback or marking. The best outcomes can be achieved by focussing on the following important points:
- The individual pupil's abilities and goals
- The areas a pupil can improve
- Giving clear guidance for improvement
- Linking areas of improvement
- Prompting deeper thinking
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- The individual pupil's level of understanding
- Avoiding over scaffolding marking when outcomes are to be used for summative assessment of an individual's independent attainment.

1.2. Purpose of marking and feedback

Marking and feedback serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and use their professional judgement to decide on the best way of achieving it. When marking, teachers will reflect on whether they are getting useful information and what it is telling them about the pupils' learning and whether pupils are progressing.

Marking forms part of the whole-school policy for assessment and is directly linked to curriculum planning. Marking is an integral part of assessment for and assessment of learning.

Marking and feedback are the methods we use for providing feedback to pupils in order for them to know how they can raise their attainment and make further progress.

1.3. Marking procedures

At Sandbach Primary Academy the marking used by teachers will be based on professional judgement. Consistency across the school is important, but this comes from consistent high standards, rather than unvarying practice. Marking will be done in different ways depending on the task, subject, purpose of the marking, age and ability of children, the learning objective and the stage of outcome being marked.

The methods of marking used at Sandbach Primary Academy will include:

- verbal feedback during and at the end of learning

- periodic teacher conferencing sessions

- written feedback at the end of the work or in the margin

- feedback on effective behaviours for learning

- supporting pupils to self-correct spellings, particularly those expected for the year group.

- Supporting pupils in correcting punctuation and grammatical errors appropriate to the objectives for the year group.

- written prompt to guide thinking when responding to marking

- presenting a further challenge or problem to check understanding or mastery

- identifying the next step in learning

- prompting required improvements of specific expectations including standard of presentation and handwriting.

1.4. Distance marking

Distance marking is carried out away from the pupil by the teacher. When marking away from the pupil there are a number of questions teachers will keep in mind:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Is the marking providing too much scaffolding for the outcome to be deemed as independent work?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Distance marking will be carried out in a variety of different scenarios, such as:
- After a final piece of writing in a unit of work
- After a piece of independent work where teacher conferencing or verbal feedback was not given
- In review of self or peer feedback to ensure it has been focused and purposeful.

Sandbach Primary Academy believe that this method of marking has many benefits, however it is not needed after every piece of work where other methods of feedback have been applied effectively.

Distance marking will be carried out using blue or black pen and following the feedback codes in Appendix A. This is to make distance marking efficient for the teacher and easy to comprehend and act on for pupils.

1.5.   Pupil response to feedback

When marked work is given back to the pupils the marking is expected to have an impact on future progress and outcomes. Teachers will allocate time for pupils to read their marking comments, reflect on how they can improve their work and then respond to the feedback given. The response may be written by the pupil or it could be that the pupil acts on the feedback in subsequent work.

When required to respond by improving the marked piece of work using the feedback given pupils will use a green pen starting from Year 1. This enables the teacher to assess how well the feedback has been used to bring about improvement and/or progress. Pupils may also be asked to correct upto 3 spellings and 3 letter formations at the bottom or their page as well as within their writing. From the end of Y2, pupils will be provided with personal dictionaries to record frequently used and subject specific vocabulary.

1.6.   Self-evaluation

Pupils will be regularly expected to self-evaluate their own work. This skill will be progressively introduced across the school according the age and ability of the children. Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in checking, editing and drafting skills. Pupils will be taught and encouraged to check and evaluate their own work, against the lesson objective

and/or success criteria, so that they complete and submit work to the teacher that is to the highest standard.

1.7.   Peer-to-peer feedback

By involving students in reviewing each other's work, teachers will help pupils to identify successful learning. This will always be done at the teacher's discretion and only with pupils who are able to learn from the process.

1.8.   Alternative ways to value efforts, achievement and progress

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. There are ways to do this without extensive marking including;

- Praise in front of the whole class
- Use of technology such as visualisers to share work
- Using the work as a model for others to strive towards
- Displaying work in the classroom
- Awards or certificates given for work in Celebration Assembly
- Letters or calls home to parents
- Using class reward system
- Verbal praise in a one-to-one setting
- Sharing excellent work with other adults including teachers, principal and parents at Feedback Friday.

2. Feedback

Feedback differs from marking; it is not limited to comments placed on the work of pupils. Feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

2.1. Verbal Feedback

Verbal feedback is an effective and immediate way of guiding pupils. At Sandbach Primary Academy teachers consciously work to make children independent learners. This means teachers ask questions, give targeted prompts and specific strategy praise to lead pupils to solve their own learning challenges. Staff will not over support or respond to pupil appeals. Teachers will help pupils find the correct path to successful learning through prompting deeper thinking. They will prompt pupils to use the range of behaviours for learning taught.

Teachers and Support Staff will give regular verbal feedback to pupils within all lessons, in order to have an immediate impact upon learning.

Teachers and Support Staff will also strive to provide rapid intervention (ideally same day) in the event the learning objective has not been met or is at risk of not being met. This will be done verbally on a 1:1 or small group basis.

Sandbach Primary Academy believes that this rapid and targeted way of feeding back to children, is of significant benefit to the outcomes and progress of our learners.
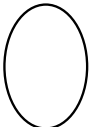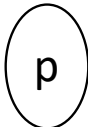
3. Reviewing progress

It is important to continually evaluate whether the school's Marking and Feedback Policy is effective. Senior leaders of the school and trust and subject leaders will periodically conduct book scrutinies. As part of a book scrutiny marking and feedback will be monitored and evaluated against the principles and the purpose of marking and feedback as set out in this policy.

This policy will be reviewed on an annual basis by the Local Academy Committee governors.

Appendix 1: Sandbach Primary Academy Feedback Key

Marking codes are used with a graduated approach – either marking errors directly or directing children to locate errors, dependent on the amount of scaffold required.

Code	Explanation
✓	*this is correct or good*
. *(dot)*	*incorrect*
⌐	*next steps*
<u>*word underlined.*</u> *or* ⬭sp *in margin*	*spelling mistake*
⬭ ⬭A ⬭p *around letter or in margin*	*Incorrect use of upper or lowercase letters or punctuation*
^	*missing word(s)/letter*
~~ *(wiggly line)*	*this part of the sentence doesn't make sense*

Codes for support given
(when not indicated by title or otherwise obvious)

S – shared write   *VF – verbal feedback given*
G – Guided write   *T – teacher supported*
I – independent work TA - supported