

## Policy for Marking and Feedback policy

Published Date:	<b>August 2025</b>
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	<b>August 2026</b>

### Rationale

High-quality feedback is a core element of our teaching practice. Teachers provide ongoing, responsive feedback during lessons through techniques such as targeted higher-order questioning and *Affirmative Checking*. In FS and KS1, *Blank Level Questions* are used as part of verbal reasoning assessments.

Feedback takes multiple forms, including verbal and written comments, as well as structured opportunities for student self- and peer-assessment. Both teachers and students engage in the *Four Quarters Model* for assessment, ensuring that students are active participants in their learning. This approach supports learners to become reflective, identify next steps, and develop increasing independence.

All students contribute meaningfully to the assessment process, taking responsibility for 50% of reflections. In doing so, they apply the shared language of learning and demonstrate the skills required to evaluate and articulate their progress.

### Aims & Objectives

- To ensure purposeful and immediate feedback is provided through live feedback in every lesson, to allow for children to action targets and make accelerated progress.
- To develop confidence to accurately reflect on self and peer learning to identify areas of success and development
- Students are reflective learners and forge their next steps with increasing independence.
- Develop and demonstrate high performing skills and attitudes in learning.

### Four Quarters Feedback (see appendix one)

- **Whole class misconceptions:** Whole class misconceptions are identified through affirmative checking (TLAG technique) within lessons\*, where teachers intentionally circulate the room to provide immediate feedback and real-time support. A dedicated lesson to address whole class misconceptions may also be delivered following an assessment or targeted piece of work, ensuring that wider misunderstandings are resolved in a collaborative and structured manner.
- **Self-Assessment:** Children review and edit their work against success criteria.
- **Peer Assessment:** Children assess the work of others, against success criteria and attributes.
- **Deep marking:** Thorough written marking, identifying next steps. This will frequently include upskilling/corrections and areas for improvement. (Example: spelling mistakes, missing punctuation/omission, up-levelling, VCOP, correcting calculations, further thinking).

*\*In every lesson, teachers will provide live feedback. This is instant, robust advice, directed at individuals, groups or whole class.*

## Learning Tools and Skills

- Highlighters can be used to identify outcomes and identify an important focus – (proud pink, green for growth)
- Teachers always mark in blue pen in Primary and green pen in Secondary
- Students in Primary to use writing pencil to up-level work and or respond to feedback (or in English/Topic; black pen if license is achieved).
- Students in Secondary self and peer assess in purple pen and respond to feedback in purple pen.
- Work should be marked against the LO and success criteria. However, common spelling errors, presentation, targets, and handwriting should also be noted when appropriate to do so.
- Teachers should model neat handwriting and must be legible, following the school handwriting scheme.
- Rewards and praise (house points, GEMS, Dojo points) may be given for good work/effort.

## Frequency of Feedback

The principles of marking and feedback will align with the table below for all subjects:

FS 1	Focus	Frequency
Big Write books Floor books	Deep marking/ observations	Biweekly

FS2	Focus	Frequency
Big Write books Floor books	Deep marking/ observations	Once per half term

Key Stage 1	Focus	Frequency
CORE	Deep marking	Weekly
Non- CORE Subjects	Verbal live feedback	Weekly

Key Stage 2	Focus	Frequency
CORE	Deep marking	Weekly
Non- CORE Subjects	Verbal live feedback	Weekly

Key stage 3	Focus	Frequency
CORE Subjects	Deep marking	Topic/ unit tests – every two weeks
Non – CORE subjects	Deep marking	Once every 4 weeks

Key stage 4	Focus	Frequency
CORE Subjects	Deep marking	Topic/ unit tests – every two weeks
Option subjects	Deep marking	Once every two weeks

Key stage 5	Focus	Frequency
All Subjects	Deep marking	Once every two weeks

## Appendix One

