



Policy Statement for Feedback including Marking

Re written September 2025 – Review date June 2027

1. OUR APPROACH IN ONE SENTENCE

We give meaningful feedback that helps pupils improve, in ways that are manageable for staff and motivating for pupils.

2. OUR CHRISTIAN VALUES

- **Encouragement:** Building pupils up - each child is made in God's image
- **Growth:** Developing God-given gifts and talents
- **Effort:** Valuing perseverance, not just outcomes
- **Grace:** Mistakes are opportunities for learning

3. THE THREE 'M's

All feedback must be:

- **MEANINGFUL** - Varies by age, subject, and what works best
- **MANAGEABLE** - Sustainable for staff
- **MOTIVATING** - Helps pupils progress

4. NON-NEGOTIABLES (WHAT YOU MUST DO)

- ✓ **Mark in-depth every 4 lessons** with focused feedback
- ✓ **Give pupils time to respond** using green pen
- ✓ **Record 2+ assessments per half term** in mark books and MIS
- ✓ **From Year 5:** Pupils know their targets and next steps
- ✓ **Use WWW/EBI** (What Went Well / Even Better If)
- ✓ **Mark "S"** where support was given

5. THREE TYPES OF FEEDBACK

APPRECIATION (Use always)

Purpose: Boost motivation

Example: "I'm really impressed with your effort"

ADVICE/COACHING (Use most)

Purpose: Suggest specific improvements

Example: "Your opening used a question well. Try this in other paragraphs too."

EVALUATION (Use sparingly)

Purpose: Provide grades

When: End of unit tests, reports, GCSEs

Key: Give grades separately from coaching feedback

6. MARKING BY PHASE

Phase	Response Time	Main Methods	Assessment
EYFS	5-10 mins	Verbal, visual, immediate, EYlog	Observations
KS1	5-10 mins	Verbal (VF), simple written, WWW/EBI	Teacher records
KS2	10-15 mins	Verbal (VF), written on key pieces	EDSM; Y5+ know targets
KS3	10-15 mins	Whole-class feedback sheets	EDSM
KS4	15-20 mins	Exam practice, mark schemes	GCSE grades 9-1

All phases (from Y1): Purple pen (teacher), green pen (pupil), "S" for support, "VF" for verbal feedback

7. WWW/EBI FRAMEWORK

WWW (What Went Well):

- Be specific
- Link to learning objectives
- Celebrate achievement

Example: "WWW: Excellent use of evidence from the text. Your opening question engaged the reader."

EBI (Even Better If):

- Be specific
- Give actionable next steps
- Focus on 1-2 areas

Example: "EBI: Explain why each piece of evidence supports your argument. Try 'This shows that...'"

8. MARKING CODES

Symbol	Meaning
VF	Verbal feedback given
S	Support provided
✓	Correct
•	Minor error to correct
SP	Spelling error
//	New paragraph needed
^	Missing word
?	Doesn't make sense

9. WORKLOAD STRATEGIES

YOU SHOULD:

- ✓ Use targeted marking (focus on 1-2 aspects)
- ✓ Use whole-class feedback sheets
- ✓ Use marking codes
- ✓ Let pupils self-mark where appropriate
- ✓ Use verbal feedback (just mark "VF")
- ✓ Mark strategically, not everything

YOU SHOULD NOT:

- ✗ Mark every piece in detail
- ✗ Write extensive comments on everything
- ✗ Record all verbal feedback in writing
- ✗ Mark work pupils can self-mark
- ✗ Spend hours marking at weekends

10. PUPIL ENGAGEMENT

Pupils must:

- Read feedback carefully
- Use green pen to respond
- Correct errors
- Answer questions
- Make improvements

Teachers must:

- Allocate response time in lessons
- Check pupils engage properly
- Support during response time

11. SELF & PEER ASSESSMENT

Self-Assessment Prompts:

KS1-2:

- What did I do well?
- What was tricky?
- What do I need to practice?

KS3-4:

- Did I meet the learning objectives?
- What are my strengths?
- What will I do to improve?

Peer Assessment:

Two Stars and a Wish:

- ★ First thing that went well
- ★ Second thing that went well
- 🙏 One thing to improve

12. SUBJECT-SPECIFIC APPROACHES

English/History/RE: Targeted marking, whole-class feedback sheets, model answers

Maths: In-lesson feedback, self-marking, error analysis, worked examples

Science: Verbal during practicals, targeted marking on reasoning

RE: Balance factual knowledge and personal reflection; respect all beliefs

Creative subjects: Verbal during process, demonstration, peer critique, self-reflection

PE: Immediate verbal, demonstration, peer coaching, video analysis

Computing: Live feedback, debugging support, peer review

13. TECHNOLOGY & AI

AI CAN be used for:

- Multiple choice marking
- Spelling/grammar checks
- Immediate feedback on certain tasks
- Supporting SEND/EAL pupils

AI CANNOT replace:

- Teacher judgment
- Personal feedback
- Assessment of creativity
- Teacher-pupil relationships

Key: Teachers must review all AI feedback. Pupils must still get regular human feedback.

14. ASSESSMENT & RECORDING

Formative (ongoing):

- Verbal feedback, questioning, observations
- Mini-whiteboards, quizzes, exit tickets
- Not all needs formal recording

Summative (end of unit/term):

- Tests, formal assessments, GCSEs
- **Minimum 2 per half term**
- Record in mark books and MIS

Tracking:

- **EYFS-Y9:** EDSM (Emerging, Developing, Secure, Mastery)
- **Y10-11:** GCSE grades 9-1

15. IF YOU NEED HELP

Workload unmanageable?

1. Speak to your line manager/SLT

2. Review strategies with support
3. Access CPD
4. Collaborate with colleagues

SLT will:

- Monitor workload
- Provide training
- Adjust expectations if needed
- Protect wellbeing

16. MONITORING

What	When
Learning walks	Termly
Book scrutiny	Half-termly
Student voice	Annually
Data analysis	Half-termly

17. KEY PRINCIPLES

Research shows:

- Ofsted doesn't require specific marking frequency or written records of verbal feedback
- Short, focused comments are more effective than extensive marking
- Reduced marking doesn't harm pupils when done thoughtfully
- Pupils benefit from self and peer assessment

Remember:


- Not all work needs marking
- Verbal feedback is highly effective
- Quality over quantity
- Use professional judgment

18.0 Review

18.1 SLT undertaking a 'book-look' and discussion of oral feedback during Learning Walks and report back their findings to staff

18.2 The online safety policy should be read in conjunction with this policy.

18.3 The policy was re-written in September 2025 and will be reviewed bi-annually. The latest review was completed in June 2027.

Formally agreed through SLT compliance:	17th September 2025
Signed Jane Prothero – Head Teacher	
Review Date:	June 2027