

SPARKLE MULTI-ACADEMY TRUST



ORCHARDS JUNIOR SCHOOL

POLICY FOR MARKING & FEEDBACK

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POLICY FOR MARKING AND FEEDBACK

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007) In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors. However feedback has the power to impact both positively and negatively on pupil performance.

'For feedback to be effective we need to create classrooms where students use and welcome feedback'. (Dylan Wiliam 2021 EEF)

INTENT

Our intention at The Orchards is to create active learners who engage with feedback so as to make the progress of which they are capable.

In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?),

How am I going? (What progress is being made toward the goal?), and

Where to next? (What activities need to be undertaken to make better progress?)"

IMPLEMENTATION

Our approach to marking and feedback is one of flexible consistency. Teachers will use a wide range of strategies that ensure that children receive the most appropriate feedback for their learning needs but it needs to be of consistently high quality and in line with the expectations that are highlighted in leadership and year team meetings. We understand that feedback in the form of constructive and developmental comments are the most effective way of eliciting improvement in the children's work. The quality of the feedback is more important than quantity. Praise should be focused on rewarding the learning habits that we want to encourage e.g. application, effort, resilience etc.

Marking and feedback should be based on the success criteria / learning intention of the lesson and be quick to acknowledge progress. The Orchards mark scheme should be visible in every classroom and teaching spaces and all members of the school should be familiar with its content. Subjects will vary but it is important to concentrate on specific areas and make suggestions as to how to improve.

Comments should be evaluative rather than descriptive. It is also important to reference the children's progress against their identified targets and expectations. Best practice also includes an increasing provision for immediate oral feedback from teaching staff and peers. It also imperative to allow the children the opportunity to read and reflect on the feedback.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close

the gap between current and desired performance. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

IMPACT

Effective marking and feedback will:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, inform future planning and refine next steps in learning.
4. Develop consistently high quality processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Marking and Feedback Processes:

Four types of marking and feedback occur during teaching and learning at Orchards:

- i) Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis.
- ii) 'Light' marking of work, acknowledging and recognising attainment, progress, success or completion of pupils' work. Mid lesson marking in maths to gauge knowledge and attainment. Exit questions/review stickers to assess learning.
- iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- iv) Self-assessment and peer assessment of the attainment and success of a piece of work.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. Feedback should:

- Be positive, specifically identifying what has been done well.
- Identify an area for specific improvement followed up with an improvement task or identify a specific area for deeper investigation/ extension of understanding

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking

- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

Examples of feedback prompts can be found in the Appendix. When constructing feedback teachers need to consider:

- 1 Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?
5. Are pupils given sufficient time to respond to feedback?

It is the responsibility of the class / set teacher to ensure that marking and feedback is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of the Leadership Team to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school. A work scrutiny schedule will be used to monitor and feedback will be given to the members of the leadership team to disseminate to their colleagues. Where appropriate, individual feedback will be given via the Performance Management & Development process.

Subject specific guidance

English	Mathematics
Minimum one piece of work each half term to be marked in-depth with a target given Use common mistakes as a starting point for subsequent lessons Oral peer feedback encouraged but not written Teach proof reading before editing skills Allow adequate time for written response to feedback Use mark scheme rigidly 'No excuses' for basic punctuation	Group marking early in lessons to check understanding and misconceptions All work completed in pencil with corrections shown in coloured pencil. Self-marking on a daily basis with teacher comment at least once a week. The 'traffic light' system and/or pupil comment to be used for self-assessment. This may depend on ability set
Learning Journals	Other
Maintain same standards of content and presentation as English books including basic punctuation Marking should focus on subject specific learning objective including related vocabulary Use of stickers to be limited to self-assessment and 'Buzz off' questions	All work given a date and title which should be underlined Practical subjects will have photographic evidence of success and progress Art and DT will be self-assessment at the end of each unit and given a teacher comment

APPENDIX

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?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Show me how you think this will work with ...other numbers/3 digit numbers?
Is there another way you could write this information (highlight sentence)?	What would happen if you started with 52?
Can you find a way you could write this in a shorter sentence?	Would it work with different numbers?

