

# Marking and Feedback Policy



*Every child achieves no matter how small the steps, therefore every child deserves and is entitled to a celebration of their achievement.*

Approved by:	Governing Body	Date: July 2025
Last reviewed on:	July 2025	
Next review due by:	July 2026	

# 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to marking and feedback
- Establish a consistent and coherent approach to recording feedback

## 2. Ofsted and guidance

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils. Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for ISP School to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers. If it is necessary for inspectors to identify marking as an area for improvement for ISP School, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

## 3. Marking and Feedback

### 3.1 Guidance

- All adults writing in books will model neat and legible handwriting in green or pink pen. It is expected that staff feedback in English, Maths and Science books for each piece of work completed. Indication of pupils who have achieved elements of the steps or who have achieved the TBAT will be highlighted in green.
- Any highlighting in pink is to indicate what the pupil may need to develop further, grammatical mistakes, spelling mistakes or to address any misconceptions. A maximum of 3 spelling mistakes per lesson should be identified, written at the bottom of the page and practised by the pupil 3 times.

Feedback Key	
	Work that meets TBAT or Steps
	Misconceptions or errors
I	Independent
WS	➤ With Support
VF	Verbal Feedback
➤ GW	➤ Group Work
PF	Peer Feedback
SA	Self-Assessment
Sp	Spelling Mistake

### 3.2 Types of Feedback

## Instant Feedback

- Wherever possible, feedback will be given to the child at the point of learning. Pupils' work should be annotated when verbal feedback is given either in words or by underlining areas for improvement. The feedback given should be identifiable from the pupil's improvements. This feedback will be completed in green pen.

## Peer-Feedback and Self-Reflection

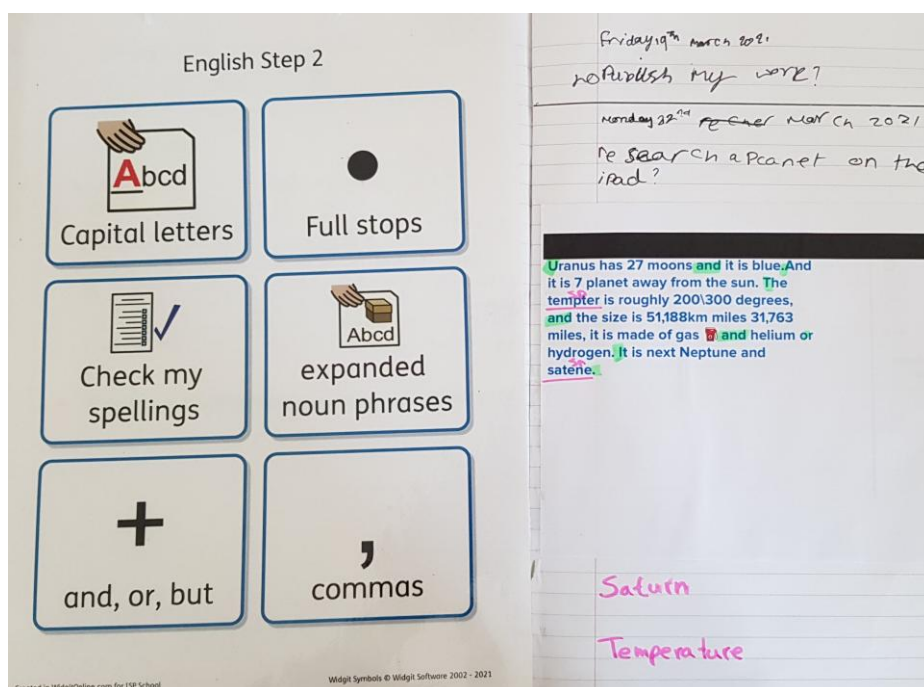
- Peer Feedback and Self-Reflection is an integral part of marking and feedback at ISP School, and it should be encouraged in all lessons in some form. This may be achieved through annotations in books, or by discussing what went well during the plenary of a lesson.

## 4. Marking and Feedback

## 4.1 Presentation

- Pupils will write the date in the short format in Maths e.g. 25.21. and in long format in English and Topic books e.g. Wednesday 25th February 2021. The date and TBAT will be underlined with a ruler.
- Pencil should always be used in Maths books, and for all drawing or diagrams in other subject areas.
- Where activity sheets are used, these should be trimmed down and stuck into books rather than folded. This means that children can easily see their work and any feedback that has been given by an adult

## 4.2 Examples



- Personalised steps are attached to pupils' books. The green highlighting is linked to the pupils' targets and/or the lesson's TBAT. Spelling mistakes are underlined, annotated with sp and then rewritten correctly at the bottom of the page.

- Grammatical and spelling mistakes are marked with a pink highlighter or pen.

Green highlighting is used to celebrate targets achieved linked to the pupils' TBAT.



- During a topic lesson, the first letter of the countries of Andorra, Finland and Bolivia have been marked with a pink dot, enabling the pupil to correct them using capital letters.

## **5. Roles and responsibilities**

### **5.1 Governors**

Governors are responsible for:

- Holding school leaders to account for improving pupil and staff performance by analysing quality and impact of feedback.

### **5.2 Head Teachers**

The Head Teacher is responsible for:

- Ensuring that the policy is adhered to, and
- Monitoring standards in core and foundation subjects.

### **5.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

## **10. Monitoring**

Every time this policy is reviewed by the Leadership Team, it will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Leadership Team is responsible for ensuring that the policy is followed.

The leadership team will monitor the effectiveness of assessment practices across the school, through:

- Book moderations once every other term in all core subjects
- Termly lesson observations
- Book scrutiny's

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Assessment Policy

1	
2	Policy review – Jan 2022
3	Policy review – July 2022
4	Policy review – June 2023
5	Policy Review – July 2024
6	Policy Review – July 2025