



Marking and Feedback Policy

Name of Headteacher:	Tom Johnston
Date Policy approved and adopted:	Sept 2025
Date Due for review:	Sept 2028

Equality at Merdon Junior School

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Definition and Context:

Feedback is defined as actions being taken by an external agent to provide information regarding some aspect(s) of one's task performance.

Purpose:

The purpose of feedback is to:

- Recognise the efforts and successes of pupils
- Support pupils in closing the gaps in learning and addressing misconceptions
- Challenge children to deepen their understanding of concepts
- Show pupils their work is valued
- Involve children with self and peer assessment

At Merdon Junior School, we understand "that marking had become a burden that simply must be addressed" (DfE, 2016, Eliminating unnecessary workload around marking report) and as such, we do not want marking to be an onerous, purposeless task for teachers.

Key Principles

At Merdon, we believe effective feedback provided to children about their learning is very likely to support children in making sustained and substantial progress once it is acted upon. Effective feedback reminds pupils of key skills, spellings, grammar and punctuation, as well as providing positive feedback. We encourage and have a greater focus on live marking and verbal feedback, as we know that this is one of the most efficient and immediate responses to supporting children's learning. Giving feedback verbally enables teachers to clarify and expand immediately, ensuring misconceptions are not embedded, and pupils can act on the feedback straight away. With this in mind, it is important that pupils understand the purpose of feedback and that they are taught to respond meaningfully.

Types of Marking and Feedback

We encourage and expect our teachers to use their professional judgement to find the most impactful and appropriate way to feedback, to ensure they are moving the pupils learning on. Types of feedback used at Merdon will include:

- Verbal feedback with the child (*to address misconceptions and offer scaffolding in breaking down the learning for children who have not yet fully grasped a concept, or to provide variation and more complex learning for pupils who have securely grasped a concept*)
- Written feedback for the child (*linked to the learning objective or success criteria and could be focused on consolidation, reflection, next steps, proof reading, corrections or challenge*)
- Self-assessment (*against specific success criteria, including editing and improving*)
- Peer assessment (*using specific success criteria*)
- Conferencing with a group or child (*where children need support or challenge against the same aspect of their learning*)
- Whole class feedback (*Visualisers should be used to support whole class feedback and share examples of strategies used by children*)

- 'Prove it' activities (*used as part of reflection, linked to the LO, to provide valuable feedback into the pupil's understanding and their next steps in learning*)

Specific Guidance:

It is important that all children's books are monitored and checked regularly. It is recognised that not all work will be marked in detail, however, children's work needs to be meaningfully acknowledged regularly.

Feedback should be tailored to the individual needs of the child to ensure that all pupils have the opportunity to have their misconceptions addressed and gaps closed. Feedback should be delivered in the way that is most beneficial and responsive to the needs of the child.



Children's progress against National Curriculum objectives will be tracked through formative assessment on Arbor and this will be used to inform planning.





For independent "writes" the teachers will assess the pupils using agreed key performance indicators; the critical key indicators of progress toward an intended result, to formally assess pupils writing.

Children can receive housepoints as positive feedback where they have evidenced the school's values of being aspirational, connected and/or thoughtful. Teachers are also encouraged to send children to the Headteacher or Deputy Headteacher to share their work. Phone calls home or copies of work can be sent home to support positive relationships between home and school.

Marking Codes

The following marking codes should be used when providing written summative feedback or written feedback at the point of learning.

The * codes should be placed in the margin of the child's book to encourage the pupil to seek out the correction and should comment progress against the learning objective and/or common errors related to key skills and knowledge	
	Evidence of child achieving LO
	Next step in learning: children are expected to respond in green pen to the teacher's marking/follow up task
These codes can be used throughout the work	
Sp —	*Spelling correction identified and error in the word is underlined
U	Underline date and LO
//	*New paragraph needed

	*Capital letter/ punctuation missing (circle relevant error)
	Supported working (when children move onto independent work after support, indicate with code I)
	Independent working
	Talked through (with an indication of what was discussed to close gaps in learning; which may be written by pupil or teacher)
*	*Adding in missing words or sentences
—	Children use a single line to edit work and cross out errors

Evaluation and Review

Date of Ratification	September 2025
Date for Next Review	September 2028
Comments: Updates highlighted in yellow	