

The Ryde School

Marking and Feedback

Policy



Reviewed: September 2025

Next Review: September 2027

Marking and Feedback Policy

Introduction

Marking and feedback forms an essential part of a child's learning. Marking and feedback are a dialogue between teacher and child, specifically for the child's benefit and is provided to identify the next steps in their learning. Rubrics in writing offer the opportunity for children to take ownership of their learning and work collaboratively with both teachers and peers in developing their learning.

Aims of feedback in our school

Feedback on children's work is given in order to:

- Show that we value children's work and encourage them to do the same.
- Boost children's self-esteem and aspirations through use of specific praise and encouragement.
- Give them a clear general picture of how far they have come in their learning and how to develop further.
- Offer them specific information on the extent to which they have met the learning objective.
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding and identify any misconceptions.
- Provide a basis for formative assessment.
- Provide ongoing assessment that will help to inform future lesson planning.

The Context of Feedback at our School

Feedback on children's work in our school takes a variety of forms and will include:-

- Oral feedback from the teacher or teaching assistant to the child.
- General feedback from the teacher to the whole class during a lesson.

- Peer oral feedback, particularly in the form of discussion.
- Work formally marked by the teacher in the absence of the child.
- Work informally marked by the teacher or teaching assistant, where appropriate, during the lesson and in the presence of the child.
- Work self-checked or self-marked by the child themselves.
- Peer reviewing or marking.
- Paired or small group feedback.
- The teacher reading and reviewing the child's work, identifying an area for improvement or consolidation and setting a small task to address this.
- The teacher reading and reviewing the child's work and initialling or ticking it with no other comment (no stickers or stamps).

The style of feedback provided for different activities and different curriculum areas will vary according to the judgement of teachers and will be based on the benefit it will have on the learning of the child.

In the moment feedback is the most important, most immediate and most useful feedback for children to receive and act upon. This is particularly true in the Early Years Foundation Stage and Key Stage One where written feedback may be hard for children to read and understand and therefore not always appropriate.

The language or style of feedback is at a level judged by the teacher to be appropriate to the individual needs of the children in their class.

Principles of Feedback at our School

We aim for the feedback process to be a positive one which recognises the efforts made by the child. The ultimate goal of all feedback is to engage children with their own learning by helping to develop and extend their ability to self-assess and self-correct their own work.

The extent of the Teacher's response to a piece of work is determined, not by the number of errors found in it, but by the Teacher's professional judgement, with consideration being given to what a particular child is capable of, what the next learning stages involve, and what should have priority.

The learning objectives of lessons are shared with the children so they have a clear idea of what will be looked for in their work. Children may also have additional personal targets to work on.

Non-negotiable marking

General

- All children's learning to be marked before the next lesson is taught in that subject. This could be an acknowledgement tick, a written comment or a follow up support session with an adult
- Written comments should be made in the style of the handwriting being taught for that year group
- Children to use a green pen to either edit or improve their work
- Teachers to use a black pen to mark children's work
- Positive written comments should be purposeful and linked to the learning e.g. well done Johnny, you have used fronted adverbials well in your writing
- Next step comments can be used to address a misconception in a child's learning
- Or next step comments can be used to extend a child's learning
- Children are to be given time to address written feedback
- Errors that are made by significant numbers of children should be addressed in a future lesson and not be commented on in books

In the moment marking:

- Dates and titles to be checked and children given time to correct if necessary
- Feedback is linked to the learning objective of the session
- Verbal feedback to children will provide opportunities to address misconceptions and move their learning on
- All staff to use the agreed 'Support Notation Key' (Appendix 1)

Feedback and Inclusion

Expectations for some children may be different than for the rest of the class, with learning intentions and tasks being modified. This will allow for very small, but achievable, steps to be made in an individual's learning.

Oral feedback will be frequent and positive, with corrective feedback often taking place during the activity itself. Written feedback is likely to be simple, making successes clear and improvement tasks brief.

Children with specific learning difficulties may need different styles of feedback.

Conclusion

By following this policy we seek to develop children's ability:-

- To assess their own work.
- To recognise their own strengths and areas in which to make improvements in.
- To take steps themselves to identify and correct their own errors.
- To understand what they have learned and what they need to learn next.

In this way, we endeavour to help children grow into resilient, self-regulating, self-confident lifelong learners.

Appendix 1

Support Notation Key

- Ⓣ + Ratio – Teacher Supported
- ⓉⒶ + Ratio – TA Supported
- Ⓢ | - Independent (from here onwards)
- Ⓢ - Unable to complete work
- Ⓢ - Supported with resource etc.