



Cloughwood Academy

Marking & Feedback Policy

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
1.0	28.11.2025	Miss S Howarth	Executive Leadership Team	3 YEARS	Approved by Executive Leadership Team 17.07.2026	01.05.2028

Introduction:

Within Cloughwood Academy we take a professional approach to the tasks of marking work and giving feedback on it. All of our children are entitled to regular and comprehensive feedback on their learning, which is an essential part of our learning process and inclusive values. We encourage all children to reflect upon their own learning and contribute to the evaluation of their work and progress. This policy is based on a wide range of research around the reduction of teacher workload from sources such as: Workload Review Group Report 'Eliminating unnecessary workload around marking' (WRGR, 2016), the Education Endowment Foundation report 'A marked improvement' (EEF, 2016) Education Endowment Foundation's 'A marked improvement?' report (Elliott et al 2016) Reducing teacher workload through 'realtime' personalised feedback. Research report March 2018 Ruslan Protsiv, Patricia Pipola – St Patrick's Catholic Primary School, Aquinas Teaching and Learning Trust.

Aims:

Marking and feedback should aim to:

Motivate our pupils by showing that we value their work and efforts, and encourage them to value it too

Be meaningful to our children

Be manageable for our staff

Outcomes of marking and feedback in our Academy:

Promotes progress

Extends learning and thinking

Promotes independence and accountability

Purpose:

The purpose of marking pupil's work and providing feedback includes the following:

To celebrate success and/or to raise expectation of future success

Identify learning needs and key priorities for improvement, promote self and peer assessment.

Correct errors

Check knowledge, skills and levels of understanding to inform planning, inform teacher assessment and reporting to parents.

Guidelines:

Sometimes lots of children will benefit from a next step comment, other times, no one will. As a school, we will encourage our teaching team to use their professional judgement to decide when the right time to provide verbal feedback, written feedback, when it needs highlighting or when a next step comment is the right approach. It must go without saying that this judgement needs to be based on what will most positively impact that child's progress.

Live, 'in the moment' feedback from teacher/TA during a lesson – whole group, whole class and individual. This may take the form of:

Teacher/TA verbal comments during a lesson

Teacher/TA written comment during a lesson, using visual approaches wherever possible.

Non-negotiables should be tackled as a team.

Learning conversation and targets for improvement possibly in the form of a 'guided learning session' or 'marking conference'.

Written feedback completed outside of the lesson with dedicated time at the start of the next lesson to review. Pupils should not be expected to correct more than 5 spelling at one time.

Tracking of 'Chillis' should be recorded to ensure growth, challenge coasting and assess for understanding.

How we will mark and provide feedback:

We promote the use of teacher judgements on how to deploy the methods of feedback above, however, purposeful instant verbal and written feedback are promoted within lessons to motivate pupils and extend learning where appropriate alongside the need to reduce teacher workload and bureaucracy.

Opportunities for feedback:

The planned and informed deployment of an adult within a lesson to offer instant verbal feedback or/and written feedback and to identify basic errors and misunderstandings within children's work

Mini plenaries within lessons containing focused questioning and instant praise, verbal feedback and extension to groups, individuals and or the whole class

Learning conversations where written and verbal feedback is continuous, in depth and provides clear next steps for learning

Learning conversations will take place with every pupil every 2 weeks

Written feedback and next steps comments using visual/symbols to ensure pupils can access feedback swiftly. This needs to show impact on pupil progress

Next steps comments can be written in exercise books in advance as long as conversation takes place and the pupil agrees

A visual recording of the assessment of level of a piece of work using our 'Chilli' system should provide instant feedback to a pupil followed up with a verbal explanation.

All of the above could lead to the identification of misconceptions regarding the new skills, knowledge and understanding being delivered during the lesson. In this case all staff will use well embedded AfL strategies to redirect the lesson and future teaching and learning to ensure the very highest levels of progress is made by our children.

The emphasis on marking should be on a child's achievement relating to the learning objective/success criteria and increasingly the child's own targets. This will be most effective if targets are relevant to the task being completed and therefore relies on SMART target setting.

Marking against the learning objective/success criteria should be identified as the lesson takes place. This can be done by any adult in the lesson. Success criteria that has been achieved is highlighted in pink. Areas for development are highlighted in green. This could be handwriting, spelling, punctuation, paragraphs etc. All marking needs to focus on learning.

Independent work should be clearly marked with IW supported work should be clearly marked with AW (assisted work). Work also needs to be demarcated if the work starts at AW then becomes IW.

Attainment during the lesson will be identified through the chilli system by recording Mi (Mild), Me (Medium) or H (Hot) against the pupils' work, also indicating how, where relevant, feedback has enabled a pupil to progress independently (IW) or with support (AW) to the next chilli.

Where there are repeated, incorrect spellings, the first mistake only is identified in green at the bottom of that piece of work. The child is then expected to find this word in their work and correct.

No overmarking of the same error in 1 piece of work.

When correcting any mathematical calculations any wrong answers should be identified in green, and corrections written alongside by the children.

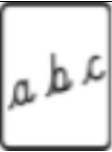
All written feedback should be legible using appropriate grammar and spelling.

Upper Primary Onwards

S	Spelling
Abc	Capital letters
.	Punctuation
H	Handwriting
C	Check/re-read

P	Paragraph
←	Start by the margin
VF	Verbal feedback given

Lower Primary

 full stops	<u>Full Stop</u>	 capital letters	<u>Capital Letter</u>
 finger spaces	<u>Finger Space</u>	 you the all into	<u>Tricky Words</u>
 a b c	<u>Handwriting</u>	 Question	<u>Question Mark</u>
 queen shoe book chicken use phonics	<u>Use Phonics</u>	 read it again	<u>Read it again</u>
 Say the sentences	<u>Say the sentence</u>	 1 2 3 4	<u>Number Formation</u>

Secondary staff may consider using these symbols for lower ability pupils.