Gatehouse School
Marking and Feedback policy

This review Spring Term 2025
Next review Spring Term 2026

Introduction

At Gatehouse School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school

At Gatehouse, we believe that feedback is effective when it is **timely** (not too late after the task), **frequent** (not too scarce), and **acted on** (not ignored). Feedback should **maximise** the **responsibility** pupils take for self-checking, correcting, editing, and redrafting their work.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment, and they will swiftly adapt their teaching accordingly.

It is important to remember that feedback comes in many forms
- Encouragement
- Dialogue with learning partners
- Mini plenaries
- Written feedback
- Peer assessment
- Rewards and sanctions
- Self reflection/self-assessment
- Group discussion
- Questioning
- Modelling
- Dialogue with adults

- Praise
- Editing

There are three aims of effective marking:

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach as necessary and incorporate the outcomes into planning and teaching.

Manageable: Focus on marking aspects of assignments/tasks that align with the most important learning objectives. Not every detail needs to be marked; instead, concentrate on what is most essential for this particular child's growth. This can often be achieved without extensive written dialogue or comments.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

The core principles of why we mark and give feedback are:

- To support pupils in becoming independent learners.
- To indicate to children that we value their work and respond to it.
- To encourage, motivate, and develop children's confidence.
- All feedback should further pupils' learning. guide or instruct.
- Timely Feedback: Feedback should be given during or shortly after the learning process.
- There are many ways to provide feedback to pupils (written comments, verbal feedback, peer assessment, and more).
- To encourage a growth mindset in students, where they take an active role in their learning and feedback process.
- To allow children to respond to marking and use their pupil voice.
- To encourage dialogue between the teacher and students (verbal feedback). ● Feedback is part of our wider assessment process, which aims to secure an appropriate level of challenge for pupils in lessons, securing at least good progress. ● To promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work. ● To promote self-assessment, and encourage pupils to take responsibility for their own learning and critically reflect on their performance.

Feedback in Practice

Feedback can be categorised into:

1. **Immediate:** The feedback is given within the lesson, during the learning. 2. **Summary:** The feedback is given at the end of a session or unit, for example, in a plenary
3. **Review:** The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Enough time must be given to the pupil to respond to marking

Children are given time during the lesson to respond to any marking and read through their learning and targets that may have been set.

Responsibilities
- **Individual teachers** - marking the work they have taught and adhering to the marking policy.
- **SLT -** review of the marking policy; advising colleagues on effective approaches to marking; carrying out a termly 'book-look' to ensure marking is effective.

Progression across the school

Nursery

- Feedback in the nursery focuses on positive encouragement for the child alongside gentle suggestions on possible ways to improve. This is done through adult modelling and with a 'try again' approach for our children, both in verbal and written context.
- Next steps are identified by the teacher and shared with the pupil for future learning. Parents also read these next steps and support their child's learning in all areas of the curriculum.
- Long term next steps are referenced to the original week in which they were introduced to the child.

Reception
- Verbal feedback in reception continues to focus on immediate correction of basic errors (e.g., letter/number formation) through adult modelling and pupil repetition. ●

Next Step work is to be given by the teacher only.
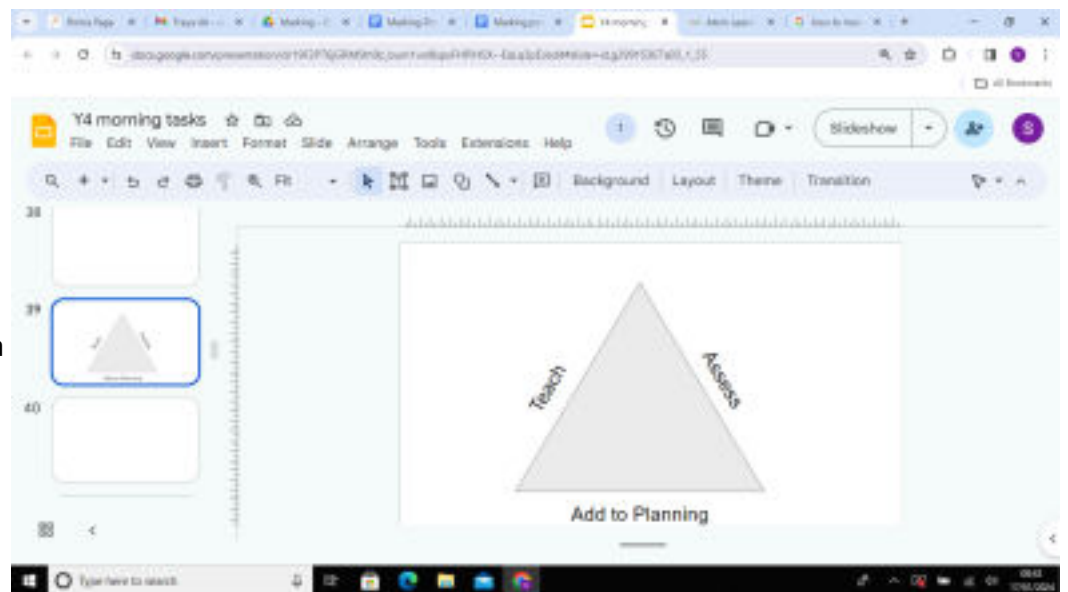- Written work is only initialled by a teacher who is not the class teacher.

Symbols used in EYFS

NS	Next Step
WS	With Support
1:1	One to one support from an adult
VF	Verbal Feedback (ONLY Reception)

Key stage 1 & 2

- Teachers should highlight strengths in written work in <mark>green</mark> and areas to improve in <mark>pink</mark> (Green is good, pink means think)
- The amount of highlighted work will vary according to the stage the child is at. ●
Pupils respond to marking and feedback with a green pencil.
- Written work is only initialled by a teacher who is not the class teacher. ●
Teachers should acknowledge that the child has responded to targets and next steps/or commented in green pen by writing their initials

- Wherever possible, work should be ticked if correct and a dot if incorrect (preferred over crosses)
- Teachers to focus on:
    - common misconceptions and errors
    - spellings and other technical errors
    - concepts to reteach or reinforce

Symbols used in KS1/KS2

Code/symbol	Explanation Example
◯	Circle the letter - this shows a missing capital letter. (t)he dog is called (a)lbert
SP	Indicates a spelling error. maximum of five spellings for any piece of work.
S	Work supported by a staff member, initialled by the staff member.

P (! ? ⬛)	You have left out punctuation. If needed, the specific punctuation can be circled.
/	Finger space
//	Start new paragraph or new line
H	Letter or number formation. Model an example
gr	Indicate a grammar error by underlining the mistake – gr in the margin. Example: I goes to the shop.
PSM	Please see me. To discuss verbally.
T	Target set: What the child needs to do to achieve the LO
NS	Next step: When the child has achieved the LO/next step in the learning sequence
VF	Verbal feedback pupils need to show response
PF	Peer feedback peer writes PF and their name
SM	Self-marked
PM	Peer marked, with name PM Jacob