

Hill Avenue Academy

In Association with:

Manor Multi-Academy Trust



Marking & Feedback Policy

Policy Name	Marking and Feedback Policy
Approved Date	September 2025
Review Date	September 2026

Contents

Rationale	Page 3
Marking and Feedback at Hill Avenue Academy	Page 3
Marking and Feedback	Page 4
Non-negotiables Marking	Page 5
Key Stage One Marking Codes – English	Page 6
Key Stage Two Marking Codes - English	Page 7
Key Stage One and Two Marking Codes - Maths	Page 8
Marking and Feedback in foundation subjects	Page 9
Edit and Improve Time	Page 9
Special Educational Needs and Disabilities	Page 10

Rationale

'Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning' (Teacher Feedback to Improve Pupil Learning Guidance Report EEF). Feedback should aim to close the gap between what students know and what they do not know and allow children to understand where they are going? (What are the goals), how they are going? (What progress is being made towards the goal?) and where to next? (What activities need to be undertaken to make better progress?)

Feedback given closest to the point of teaching and learning has a greater impact on pupil achievement (Dylan William, 2018). Marking and feedback in the moment is vital to enhance children's performance and enable them to become reflective learners. It forms part of the assessment cycle that allows for responsive teaching.

For feedback to be effective Professor John Hattie states that it needs to be:

- Clear, purposeful, meaningful and compatible with the children's prior knowledge.
- Combined with effective instruction in classrooms and focus on what is being learnt (learning objective) and how students should go about it (success criteria).
- Occur as the pupils are doing the learning.
- Provide information on how and why the pupil has or has not met the criteria (How am I going?)
- Provide strategies to help pupils improve (where to next?)
- Feedback needs to be specific and related to the intended learning goal.

This research has been used to inform the marking and feedback policy at Hill Avenue Academy.

Marking and feedback at Hill Avenue Academy

At Hill Avenue Academy, we believe that marking and feedback should, as best as possible, be provided in the moment. It is a learning conversation that takes place between child and student, alongside 'live marking,' to move learning forward in the moment whilst the child is still able to act upon the feedback and make progress.

Live marking and feedback will allow teachers to be responsive to children's needs and inform assessment for learning within the lesson. This will inform future planning and next steps for teaching and learning.

All staff will be able to distinguish between a mistake and a misconception. A misconception occurs when a child has not mastered or understood a concept and so is not making progress. A mistake can be identified by an adult or a child and be corrected. Mistakes require feedback; however, a misconception will require direct instruction.

Feedback should cause the children to think and should be more work for the children than it should for the teacher. Children will be given the opportunity to be reflective and collaborative learners through the use of self and peer assessment.

'Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it' (Eliminating Unnecessary Workload Around Marking Review). At Hill Avenue, teachers will be responsive to the feedback that they receive from children's work to adapt future lessons and resources instead of writing written comments. Written comments will be used when the teachers feel it is appropriate for the child to move their learning forward.

Marking and Feedback

Live Marking and Feedback

Whilst pupils are working, the teacher circulates and gives the children verbal feedback on their work by asking questions, modelling and scaffolding the learning in order for the child to make progress towards their learning objective. The teacher will also live mark in order for the children to think about their mistakes and give them chance to correct them within the lesson.

Peer and Self-Assessment

Autonomy is given to the children to be part of the learning process. Children will collaborate through talk partners, group discussions, peer tutoring and peer modelling. Peer and self assessment enables children to become independent learners who are aware of their learning journey and helps them to ask themselves the question 'how am I going?' and 'where to next?'

Learning Acknowledgement

All learning objectives will be acknowledged by ticks at the end of the learning objective at the end of the lesson and in preparation for the following lesson. It is essential that all work produced by the child has been acknowledged and valued by the class teacher. Marking should be given to help children become independent in correcting their mistakes or completing tasks set.

Distant Marking and Feedback

Marking that takes place after the lesson will be identified as distant marking and feedback. Teachers will provide feedback through marking symbols in preparation for the following lesson. Teachers will adapt their planning and lessons accordingly depending on children's work. Teachers should use AFL when distant marking to be flexible with groups in preparation for the following lesson to give feedback or offer further instruction.

Non-Negotiables Marking

At Hill Avenue Academy, 'live marking' is used to enable all children to receive in the moment feedback to feed their learning. Verbal feedback should become routine practice to ensure children receive regular feedback on their learning and are clear on how to move their learning forward (where to next?).

During lesson time, teachers and additional adults will effectively intervene in the moment to give structured feedback that enables the child to think deeply about their learning. The feedback should be swift and result in more work for the child than the teacher. Live marking should be used to confirm correct answers and identify errors or areas of improvement. Teachers need to showcase flexible teaching to identify misconceptions with individual and groups of children. Where misconceptions arise, teachers will address with instruction before providing further feedback on learning.

Teachers and other adults will live mark in green pen and any marking that takes place once the lesson has finished will be completed in purple pen. This aims to provide clarity on marking that has taken place during lesson time (live) and marking that has been completed after the lesson (distant). Staff will strive to 'live mark' and give feedback as much as possible within lesson time to enable children to make accelerated progress within a lesson in preparation for their future learning.

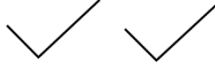
- The correct marking codes should be used in line with this policy.
- Children should be given the opportunity to correct any mistakes within the lesson. If marked after the lesson, then the child should be given time in the following lesson to respond to any individual feedback.
- Staff should ensure that all learning objectives and dates are spelt and copied correctly and ensure that the children have the opportunity to correct any mistakes.

- All marking should be done in clear, legible handwriting that follows the school handwriting policy and staff should model the expected presentation at all times.
- Any corrections that are completed by children will be done so in pencil and rulers must be used to draw lines by staff and children.

EYFS

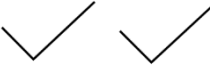
Teachers in EYFS will tick against the learning objective with one tick or two ticks. They will address letter and number formation by selecting 2/3 letters or numbers for the children to practise. The children will rewrite the numbers or letters at the bottom of their work 3 times.

Key Stage One Marking Codes – English

	One tick against the learning objective will indicate that the child has only partially met the learning intention.
	Two ticks against the learning objective will indicate that the child has achieved the learning intention.
P 	A 'p' will be placed in the margin next to the paragraph of a piece of written work to indicate there are punctuation mistakes in that paragraph. A circle will be used to indicate a missing piece of punctuation. Where a piece of punctuation has been circled, this will indicate that it is incorrect.
Sp 	'Sp' will be placed in the margin next to a paragraph that contains misspelt words. Common exception words or subject specific words will be dotted and written correctly by the teacher above the misspelt word. Between 2/3 words will be identified and written at the bottom of the children's work for the child to rewrite.
CL 	Capital letters missing or used incorrectly. The teacher will circle the mistake.
Gr 	Grammar mistakes will be indicated with a gr next to the paragraph. The teacher will underline the mistake and correct it above EG there/their

If the teacher feels the child is ready, then they may wish to adopt the marking and feedback policy from Key Stage 2.

Key Stage Two Marking Codes – English

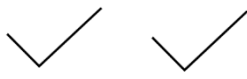
	One tick against the learning objective will indicate that the child has only partially met the learning intention.
	Two ticks against the learning objective will indicate that the child has achieved the learning intention.
P 	A 'p' will be placed in the margin next to the paragraph of a piece of written work to indicate there are punctuation mistakes in that paragraph. A circle will be used to indicate a missing piece of punctuation. Where a piece of punctuation has been circled, this will indicate that it is incorrect.
Sp 	'Sp' will be placed in the margin next to a paragraph that contains misspelt words. Misspelt words will be dotted and the children will be expected to find the spelling of the misspelt words themselves. Up to 5 misspelt words will be dotted.
CL 	Capital letters missing or used incorrectly. The teacher will circle the mistake.
Gr 	Grammar mistakes will be indicated with a gr next to the paragraph. The teacher will underline the mistake and correct it above.
//	This will indicate that the child should have started a new paragraph.
	This will indicate that there is a missing word from the sentence.

Upper Key Stage Two

As children progress through upper key stage two, greater emphasis will be placed on children to find their spelling, punctuation and grammar errors indicated by the relevant symbol in the margin. If Lower Key Stage Two teachers, feel a child is ready, then they may start to also transition into children becoming more independent in correct their mistakes same as Upper Key Stage Two.

Key Stage One and Key Stage 2 Marking Codes - Maths

Marking and Feedback in foundation subjects

	One tick against the learning objective will indicate that the child has only partially met the learning intention.
	Two ticks against the learning objective will indicate that the child has achieved the learning intention.
 	All work will be addressed with a tick for a correct answer or a dot will indicate an incorrect answer. Children should be given opportunities to correct their mistakes. They must not rub out their original answer, but either make the correction next to it or if there is no space, at the bottom of their work. The teacher must address the new answer with a tick or a dot. If a child has multiple incorrect answers, then the teacher should not expect the child to correct the answers as the child will need further instruction before reattempting similar questions. Teachers, where appropriate, will give the children the answers to check their calculations themselves. If a child has made a mistake, then they must re-do the calculation again and not just write the answer. Children in key stage two may be given opportunities to use a calculator to check their answers. Again, if there are mistakes, then the child must correct showing their working.
Sp	Spelling error. The teacher will dot under the incorrect word.
	Underlined digits indicate that the number formation is incorrect and will need to be corrected. The teacher will write/model the correct formation of the digit next to the incorrect digit or at the bottom of the work if there is not enough room. The child will rewrite the digit correctly 3 times.

- All subjects will be marked in line with the English marking symbols.
- Staff will live mark and give feedback within lessons.
- Staff will give verbal feedback in PE lessons and AFL will be used to inform future lessons.
- Verbal feedback will be given in Music, Computing, Art and DT, but work will still be acknowledged next to the learning objective with a single or double

tick. If the lesson contains writing, then it will be marked in line with the English marking symbols.

Edit and Improve Time

From year 2, time should be given for children to edit and improve their work. This allows the children to become independent learners that are intrinsically motivated to continually strive for excellence in their work. Teachers will provide support and scaffold to enable children to become confident in the editing and improving process. Children will edit and improve for transcription and for composition.

The lesson can be used in a variety of ways:

- The teacher models how to proofread and improve a paragraph or section of work. They can use a piece of work where common mistakes/misconceptions arise.
- Teachers provide a morsel of excellence in the form of a WAGOLL. The teacher draws the children's attention to different domain specific knowledge that the children can use to edit and improve their own work.
- Children use the success criteria from the lesson to improve a piece of work that is not theirs before applying this knowledge to their own work.
- The children can work independently or with a partner to edit and improve their own work or the work of their partner.
- The teacher provides feedback to a chosen group of children where the same mistakes/misconceptions have arisen.
- It is important that the children read their work aloud to an audience. They allow themselves and their peers chance to listen to the flow and identify any mistakes/misconceptions.

Yellow Box marking

Work that is edited and improved will be highlighted with a yellow box (yellow box marking). Children will make their improvements on an editing slip, and it will be placed over the original piece of work. This type of feedback is more focussed and manageable for children. Instead of asking children to re-write or apply feedback to the entirety of their work (which can be demotivating for children) they only re-write the work highlighted in the yellow box.

My father asked "How did the meeting go?" I looked down at my mashed potatoes then looked at my Mom. She said "Fine, he is doing very well," "Good, I'm glad to hear that later that evening his mother came into my room and told me that she had met the new school counselor. "You're going to begin seeing her tomorrow. I replied "You should have taken me to the zoo!!!". "Give Miss Davis a chance." My mother laughed...

My father asked my mom how the meeting with Miss Davis went. I looked down at my mashed potatoes then looked up at mom. I shrugged uncomfortably and glanced my eyes from my mom back to dad. The momentary silence felt like an eternity. Mom responded and told me that everything was okay. Shortly, the principal died in my chest and the sweet drill on my brow. Later that night, in bed, Mom told me that I would be seeing Miss Davis tomorrow. The school counselor. My finger swept through me like a cold hand, surrounding my mom like a soul. I decided that I had no choice but to go. ✓

My father asked my mom how the meeting with Miss Davis went. I looked down at my mashed potatoes then looked up at mom. I shrugged uncomfortably and glanced my eyes from my mom back to dad. The momentary silence felt like an eternity. Mom responded and told me that everything was okay. Shortly, the principal died in my chest and the sweet drill on my brow. Later that night, in bed, Mom told me that I would be seeing Miss Davis tomorrow. The school counselor. My finger swept through me like a cold hand, surrounding my mom like a soul. I decided that I had no choice but to go. ✓

It was raining the next morning as I walked to school. I wore red rubber boots and a yellow raincoat. I carefully stepped in every puddle along the way, making it large splashes because I did not want to see the same shoes in school. As I saw Jeff standing under the overhang.

I can't believe that what Jeff told me. He said that he had been in the girls' bathroom. I couldn't figure out what I just heard. A child or a teacher had told him to walk at the end of the hall, turn right, count the second door on the left, and pushed the door wide open. A girl with red hair and a scratched face washing her hands in the sink. "What are you doing in here?" she asked. "This is the girls' bathroom get out!" Jeff corrected his face with his hands and glanced at the door. The girl who was in the bathroom had told me that Jeff has been in the girls' bathroom.

Special Educational Needs and Disabilities

When marking the work of children with Special Educational Needs and Disabilities (SEND), we take into account their diverse and individual needs. Children's Individual Support Plans will be used to support the marking and feedback that is given. Scaffolds and additional support may be provided to enable the children to have full access to the curriculum whilst still receiving feedback to move forward (where next?).

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning policy.

Assessment policy.

SEND policy.

