LORDSWOOD SCHOOL

Feedback and Marking Policy

Date: January 2026

Review Due: January 2027

Reviewed Annually

Introduction

At Lordswood School, we believe that feedback (including verbal and written) should be constructive for every pupil, focusing on success and improvement requirements against learning objectives, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. The pupils will feel that any activities carried out and their efforts will be encouraged, acknowledged and reviewed. They will know what they need to do next time to improve. This is established by supportive feedback and where necessary, modelling.

Evaluation

Each individual child's performance will be assessed using the following assessment procedures:

- Ongoing daily assessment.
- Anecdotal record keeping.
- Child/teacher conferencing and feedback.
- Evidence collection in learning journals.
- Pupil tracking within Target Tracker.
- Internal validation of all subjects regularly throughout the year.
- Internal and external moderation.
- Analysis of data.
- School targets, which are achievable, with an element of challenge to the school's 100% mind-set that every child can achieve.
- Photographic evidence of performance - use of Social Media/Website.
- Pupil Progress meetings termly and ongoing discussions within phases, reviewing progress and impact of interventions.
- A teacher reading through their written work after the lesson to check flow and consistency.

Written and verbal Feedback

- This should be completed, wherever possible, with the pupils in the classroom, involving all adults, or completed afterwards by the teacher.
- Maths and writing targets should be addressed/updated regularly during the feedback process (in child's book).
- Recognise attainment from the pupil's personal starting point.
- Inform future planning and both individual and group target setting.
- Be accessible to pupils.
- Use consistent codes throughout the school (pink and green highlighter, VF for verbal feedback with prompt).
- Be considered by the pupils as positive and improving their learning.
- If there is a feature pertinent to an individual's target this can also be acknowledged or be used as an area for development.
- There will be a focus on the use of verbal feedback and recorded as VF with prompt.
- Give recognition and appropriate acknowledgement for achievement using black ink.
- Key areas of success will be signposted using green highlighter.
- An area for development will also be given using black ink and signposted by the adult using a pink highlighter.
- During a lesson, a teacher may stop the class and use a mini plenary to give feedback about a misconception to the whole class.
- Feedback will be acted upon promptly, immediately if possible

- A SPaG element might be addressed linked to targets e.g. the spelling of key words which should be corrected by the child.
- Excellent examples of pupil's work and progress from each year group will be celebrated on the school website (Wonderful Wow Work of the Week) and on the WOW wall classroom display or flagged up by the teacher to share in class (to inspire).
- Problem solving and reasoning lessons will be self-marked using example answers and acknowledged by the teacher or given written feedback by the teacher.
- RWI (Read Write Inc) lessons will use the pink and green highlighter to identify successes and points for development.
- Guided reading lessons will use oral feedback, class discussions, self-marking and acknowledgement marking where appropriate.
- In Foundation subjects, there will be at least one piece of written feedback per unit.
- For WOW work, a green success written comment will be given following verbal feedback in the drafting process.
- When appropriate, a teacher may choose to highlight the skill for the lesson to indicate that it has been met by the pupil.

Types of feedback

Acknowledgement Marking

- Acknowledgement marking is shown by the teacher adding a tick to the work (initials to be added if a cover teacher/HLTA).

Quality Written or Verbal Feedback

- This will usually be linked to the skill of the lesson.
- It provides the child with guidance on the next steps for improvement.
- It will prompt the child to make an improvement to their work.
- It may provide the child with further challenge.
- It will engage the teacher and child in dialogue about learning.
- Pupils are given time to reflect on the teacher's comment. This time is valued as an important step in the learning process.
- It may be appropriate for pupils to have the same feedback point for development, to move their learning forward and respond to as a group.

Examples of feedback

Reminder prompts:

Reminds the child of the success criteria and what could be improved e.g.

- What else could you say here? Explain this for me…
- Why do you think…?
- Show me another method for solving Question 3?

Modelled prompts:

Model what the child needs to do e.g.

- What was the dog's tail doing?
- Tell me two things you know about even numbers.
- Is this shape a hexagon? How do you know?

Scaffolded prompts:

Start an example and pupil to complete- e.g.

- Complete the number pattern: 1, 3, 5, ….
- Order these numbers in a different way

Challenge prompts:

Extends and challenges a child's learning and will also be identified with a pink highlighter e.g.

- The use of larger numbers.
- Choose a better word instead of 'nice'.
- Putting a problem into context eg a calculation can become a money or measurement problem.
- Open ended question e.g. True or false? Prove it, are you sure?

Pupil Involvement

Editing and Improving

- From Year 1, pupils should be encouraged to edit and improve their own work using a green pen.
- Pupils should be given time, at the end or during the lesson, to make changes and additions that improve the quality and flow of their writing.
- Provide regular opportunities to complete a 2nd draft where necessary.
- Oral feedback to pupils, indicated by VF – Verbal Feedback - accompanied by a note/keyword about the discussion had are given to pupils at the time of working with the expectations that an improvement is seen in their work.
- Pupils encouraged to think more independently about how to improve their work, including discussions with peers to 'go deeper'.
- Year 6 pupils may be asked to further edit their own work (up to 3 drafts) in order to produce a published piece ready for writing moderation.