



Marking and Feedback Policy

Reviewed: September 2023

To be reviewed: September 2026

Introduction

At The Pioneer Academy we strive to help all pupils to achieve. It is essential to show pupils that every piece of work they produce is valued and respected. By marking pupils' work with consistency, and providing positive praise and points for development, we hope to raise not only their attainment, but also their self-esteem.

Aims

- To ensure marking has a positive impact on pupil learning.
- To ensure that the marking of pupils' work is consistent across our schools and provides development points for pupils to help raise attainment.
- To ensure that work is marked in time to inform future planning.

Implementation

Lesson planning will generate lesson objectives, either in the form of Learning Questions or WALTs (We Are Learning To), depending on the curriculum area. Alongside this, Steps for Success are shared with pupils to support the AfL process, assessing against the Learning Questions or WALTs. From Y3 to Year 6, pupils will write the dates and Learning Question or WALT, or have it recorded for them, as the title for each piece of work for every subject.

Pupils will neatly draw AfL coloured spots placed next to the Learning Question or WALT to evaluate every lesson in every subject. These will be coloured red/yellow or orange/green by the pupils to assess their own learning. These should then be ticked by the teacher to acknowledge that pupils have met the objective, or dotted by the teacher if pupils have not met the objective.

Pupils will be given verbal and written feedback to tell them how well they are doing and what they need to improve. This should be as timely as possible. Teachers will use both live marking (verbal and written feedback) and written marking after a lesson to assess pupils' learning. Pupils' work will be marked promptly, before the next lesson in that subject, to ensure that marking informs future planning and future learning. All staff will use the agreed marking symbols which will be displayed in the classroom (*see Appendix 1*). For pupils who find reading comments difficult, a graded smiley face system may be used. 😞 😐 😊 Verbal feedback on work should be acknowledged with the letters VF, and teachers or teaching assistants may make a brief note about the content of the verbal feedback, e.g. 'use of commas', 'place value errors', 'explained difference between solids and gasses'.

Pupils' work will be marked with a green pen (as agreed by the Headteacher and Regional Director). Teaching assistants will also mark work with a green pen and provide any necessary feedback to the teacher. Whenever members of staff other than the class teacher mark work, they are to sign their initials. In KS2, recorded work that meets the objective will be ticked and dots will be used to identify errors to be addressed rather than 'a cross'. In all key stages, recorded next steps will be written in a 'bubble' for pupils to show that further thinking, action and learning is required from pupils. This may be in the form of a skill to practice further; additional scaffolding from the teacher to address misconceptions; a closed or open question for pupils to answer; or asking for an explanation or an opinion. (See Appendices 2 and 3). 'Bubble marking' should have impact on future learning and should be responsive, based on the individual pupil and their learning within that lesson. Pre-printed marking comments or pre-printed 'bubble questions' will not be used. When a pupil makes a spelling mistake that is below their ability, the word will be written in the margin correctly for the pupil to copy and practice.

Pupils will participate in marking procedures, marking their own or their partner's work per the expectations listed in the table below. Pupils should self and peer mark in purple pen. This also applies to when pupils respond to marking and feedback from the teacher, e.g. using a purple biro for corrections or to respond to 'bubble marking'. Teachers should check pupils' responses to marking and decide if further feedback is required.

TPA Marking Expectations

English Books	<ul style="list-style-type: none"> • Learning Question or WALT and assessment spot ticked or dotted daily. • In every lesson, there should be opportunities to give verbal feedback to individual pupils or groups, recorded as VF. • In depth 'bubble marking' at least once per week in each pupil's English book in all year groups. • In all other lessons, successes linked to the Learning Question or WALT are acknowledged and highlighted for pupils, using green red pen ticks. At least one error will be highlighted with green pen dots for pupils to correct purple pen. • Self or peer marking used in English once per week.
Reading Books	<ul style="list-style-type: none"> • WALT and assessment spot ticked or dotted in every lesson. • All work will be acknowledged, but no 'bubble' marking will be recorded.
Maths Books	<ul style="list-style-type: none"> • Learning Question or WALT and assessment spot ticked or dotted daily. • In every lesson, there should be opportunities to give verbal feedback to individual pupils or groups, recorded as VF. • In depth 'bubble marking' at least once per week in each pupil's Maths book in all year groups. • In all other lessons, successes linked to the Learning Question or WALT are acknowledged and highlighted for pupils, either using green highlighters in EYFS and KS1 (great green) or red pen ticks in KS2. At least one error will be highlighted in pink in EYFS and KS1 (think pink) or red pen dots in KS2 for pupils to correct in green or purple pen.

	<ul style="list-style-type: none"> • Self or peer marking used in Maths once per week. • All subject specific misconceptions will be addressed.
Science History Geography Books	<ul style="list-style-type: none"> • Learning Question or WALT and assessment spot ticked or dotted in every lesson. • In every lesson, there should be opportunities to give verbal feedback to individual pupils or groups, recorded as VF. • In depth 'bubble marking' will be recorded in 50% of lessons across a unit of work in all year groups. • In all other lessons, successes linked to the Learning Question or WALT are acknowledged and highlighted for pupils, using green pen ticks. At least one error will be highlighted in green pen dots for pupils to correct in purple pen. • All subject specific misconceptions will be addressed.
RE Books	<ul style="list-style-type: none"> • Learning Question or WALT and assessment spot ticked or dotted in every lesson. • In every lesson, there should be opportunities to give verbal feedback to individual pupils or groups, recorded as VF. • In depth 'bubble marking' will be recorded in 50% of lessons across a unit of work in all year groups. • In all other lessons, successes linked to the Learning Question or WALT are acknowledged and highlighted for pupils using green pen ticks. At least one error will be highlighted in green pen dots in KS2 for pupils to correct in purple pen. • All subject specific misconceptions will be addressed.
PSHE Books	<ul style="list-style-type: none"> • Learning Question or WALT and assessment spot ticked or dotted in every lesson. • All work will be acknowledged, but no 'bubble' marking will be recorded.

- Floor books used for other subjects will be acknowledge marked by the teacher.
- Homework books will be promptly marked, before being returned to pupils, and celebrated in an appropriate way. Homework will be acknowledge marked by the teacher and commented on, as appropriate.


APPENDIX 1


Pioneer Academy Marking Symbols


✓ - correct/good work

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- incorrect answer

 this bit doesn't make sense

 - spelling mistake


 - missing punctuation

^ - missing word

// - new paragraph needed

VF - verbal feedback given

GG - guided group with a teacher/teaching assistant, if applicable

 - this is a question for you to answer

APPENDIX 2

Example Bubble Questions – English and Maths

	Examples	
	English	Maths
Rewrite or remodel an example	<p>Use the relative pronoun 'who' to add an additional clause.</p> <p><i>The knight, who was called Sir George, was confused.</i></p> <p>Now you create a similar sentence:</p>	<p>$58 - 32 =$ $58 - 30 = 28$ $28 - 2 = 26$</p> <p>Now you try this one: $67 - 45 =$</p>
Closed Question	<p>An explanation is written in which tense: Past or present? Circle your answer.</p>	<p>Put these in order: 835, 535, 538, 388, 508 What would the third number be?</p>
Open Question	<p>Who might be the audience for this piece of writing be?</p> <p>How will this affect the way you write?</p>	<p>Tell me two possible lengths that could make 1 metre.</p>
'Finish the sentence' prompt	<p>Commas can be used for</p>	<p>36 can be partitioned into ... and ...</p>
Ask for an explanation	<p>What do you need to remember when writing direct speech?</p>	<p>What key fact must I remember to round numbers to the nearest 100?</p>
Question that calls for reflection	<p>What have you learnt about passive voice today?</p> <p>OR</p> <p>Tell me what you found hardest about?</p>	<p>(Give an example or relate to a question in their learning) Is there a quicker way of doing this?</p> <p>OR</p> <p>Write 3 top tips for using column addition</p>

Asking for opinions	What was your first impression of Camp Green Lake? Would you want to visit there? Why/why not? OR If you were Willie, would you have hidden your bruise from Mr Tom? Tell me why.	Would you rather have 50% of £130 or 80% of £60? Justify your answer. OR $5 \times 120 =$ $10 \times 120 =$ 120 divided by 5 Which one is the hardest for you to solve mentally? Why?
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APPENDIX 3

Example Bubble Questions – all other subjects

	Examples Science	Examples Foundation
Closed Question	Name the main food groups: Carbohydrates ...	Recall the dates WWII started and ended.
Open Question	Tell me all the consequences for the human body if we did not drink water?	What lessons were learnt following the Great Fire of London?
'Finish the sentence' prompt	The toy car moved the slowest on the carpet surface because (use the word 'friction' in your answer)	Florence Nightingale is remembered for ...
Ask for an explanation	Explain the role of the heart in the body.	Tell me why fair trade is important: OR Explain the importance of forgiveness for Christians.
Question that calls for reflection	Write 3 top tips for someone in another class on how to set up a fair test.	What have you learnt today about earthquakes/Muslims/the city of London that you did not already know?
Asking for opinions	Would you recommend eating more fruit or more protein and why?	How would you feel as an evacuee leaving London? OR Why do you think Judas betrayed Jesus?

APPENDIX 4

Marking and Feedback Guidance for Support Staff.

All marking to be done in red pen or using agreed highlighters.

Independent Learning Time in Class

- Move around your designated group. Tick (KS2) or highlight in green (KS1), correct answers or good examples. Incorrect answers should be marked with a dot (KS2 only).
- Give **verbal** feedback to move children on or to address misconceptions – note “OFG” to show this.

At the end of a lesson

- Tick the WALT in each book, only if a child has been successful in the learning.
- Always initial the learning, next to the WALT, in each book.
- Note next to your initials if the task has been done independently by the child (if the child is BAR/SEND) or if you needed to give support (if the child is AR or AAR). Use these annotations: **I** = independent; **WS** = with support.
- **KS1** Identify one mistake and highlight this in pink for the child to correct in the next lesson. If you have already given oral feedback, you do not need to do this.
- **KS2** Finish ticking correct answers and marking incorrect answers with a red dot. If appropriate, choose one or two incorrect spellings and mark them according to the policy. The words chosen should be from the appropriate Year Group List or Precision Teaching list for specified children.
- You are not required to give next steps or moving on questions.

Leading an intervention group

- Tick correct answers and give verbal feedback to address misconceptions during the independent learning time, noting this with OFG.
- Finish marking after the session, following the guidance in the section above. HLTAs, add a moving on question or a next step challenge.
- Tick the WALT, if the child has been successful, and initial.
- Complete intervention records if needed.

Reading Records

- Only write in reading records when you have read 1:1 with a child or supported a guided reading group.
- Write what the purpose of the session was. Say what the child did well and give a next step comment or suggest one thing that the child could do to improve.
- Check books to ensure children are reading at home, during the guided reading session, and feedback any concerns to the class teacher.

Homework books

- Marking homework is the responsibility of the class teacher.

Remember

- Feedback observations to the class teacher.
- Give focused praise and reward children for effort, resilience and good learning behaviour.