Marking and Feedback Policy
ARP and Zenden

Our Shared Vision



Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: Governors (QED)	**Date:** 26th March 2026
Signature (Chair of Committee):	**Signature (Headteacher):**

Last reviewed on: October 2026	**Next review date:** October 2027

This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3 Best Interests of the Child

The best interests of the child must be a top priority in all decisions and actions that affect the child.

Article 12 Respect for the views of the child

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Rationale:

We believe that marking and feedback should be manageable. Verbal feedback to pupils can be just as valid as written feedback and there is no need for teachers to give evidence of verbal feedback.

We do not require teachers to provide detailed written feedback when they are reviewing pupils' work or acknowledging their efforts.

Evidence collected through book scrutiny exercises, are not used to form judgements about the effectiveness of teachers' practice.

While we implement whole-school policies and systems for marking and feedback, we acknowledge that practice will need to vary according to the age and needs of pupils as well as by subject or area of learning.

Purpose of Marking:

To ensure that all adults have a clear overview of what the child knows, understands and what they have completed either independently or with support such as scaffolding, manipulatives or visual aids.

Informs planning to make sure that the learning is responsive and to track the child's progress.

Marking/Feedback Guidance:

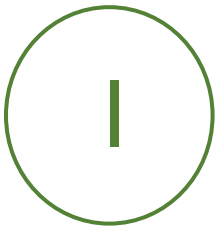
Within our provisions there are numerous opportunities for effective marking and feedback:

- ✓ Observations made linked to learning experiences within their personal learning journeys (Engagement Model)
- ✓ Constructive comments (oral) during and after practical activities

- All staff are responsible for feedback and marking.

- Where photographs are taken as evidence, it is important that a short communication is completed to go alongside it.
- Staff will identify if a child's work was completed independently or with support using an I or S circled under the book. Additional acronyms may be used such as HOH (hand over hand) VP (verbal prompting) or PP (physical prompting)
- Be positive and constructive, and give praise readily to motivate children.
- Verbal feedback should take precedence and be given immediately
- Feedback should be related to ability and attainment.
- Feedback should be related to learning intentions taken from weekly planning, One Plan or EHC targets
- Marking and feedback should be used to inform future planning for personalised learning.

Symbols used in learning journeys and work books:



A circled I next to a piece of work will show that this has been completed independently by the child



A circled S next to a piece of work will show that this has been completed with the support of an adult



A circled HOH next to a piece of work will show that an adult has used hand over hand to support the child



A circled VP next to a piece of work means that a child has been given verbal prompting as a form of support



A circled PP next to a piece of work means that a child has been given physical prompting as a form of support