



Feedback and Marking Policy

Fosse Way Academy

Approved by: SLT & Headteacher

Date: Autumn Term 2 2025

Next review due by: Autumn Term 2 2026

Contents

Introduction.....	2
Purposes of Feedback.....	2
Principles of Feedback.....	2
Approaches to Feedback.....	2
Implementation.....	3
Marking Symbols.....	4

Introduction

At Fosse Way Academy we understand the importance of Feedback as a vital element within the teaching and learning cycle. This policy aims to present how feedback is given to pupils at our school. It reflects the consensus of opinion of the whole staff and supports our aim to inspire and encourage all children to fulfil their true potential in all areas of their development and to achieve the highest possible standards.

Purposes of Feedback

- Children **UNDERSTAND** what they have done well.
- Children **KNOW** how to improve. They are given clear guidance, positive reinforcement and feedback in order to encourage self-correction and improvement.
- Children **ACT** on feedback

Principles of Feedback

The Education Endowment Foundation explains that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on **how to improve**.
- Put the onus on the students to correct their own mistakes.
- Alert the teacher to misconceptions that he/she can address in subsequent lessons.

Approaches to Feedback

Type	What it looks like:
Immediate	● Gathering feedback from teaching within the lesson e.g. whiteboards,

	English and Maths Buddies, visualiser, iPad mirroring. • When working with individuals or small groups. • Verbally to pupils for immediate action. • Using a TA to support or provide further challenge. • Redirect the focus of teaching or the task as the lesson unfolds.
Summary	• Takes place at the end of a lesson or activity - marking in books, informing next steps/next lesson. • Might involve whole groups or classes. • With the child's permission might share good examples or how children's work could be improved using the visualiser. • Provides an opportunity for evaluation of the learning that has taken place. • This may take the form of self or peer assessment against an agreed success criteria. • May take the form of a quiz/test/game • May involve children identifying their own next steps.
Feedforward - the next step.	• Non-negotiables are analysed daily and errors and misconceptions addressed. This is particularly evident in maths. • In English this will be the proof-reading and editing process • Feedback from the lesson will decide and shape the next lesson in the sequence - re-teach, consolidate, extend.
Summative	• 'Check-it' activities • End of unit tests or quizzes (LBQ/WRM etc)

Implementation

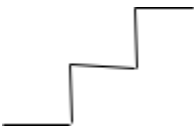
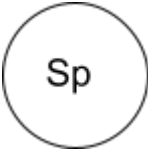
1. Work with other adults:

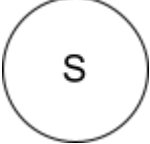
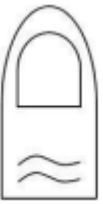
Comments in books, targets and feedback notes can be made by any adult working with a child in line with this policy. These comments will be used by the class teacher to help assess the attainment of the child in relation to expected standards. They will also be used to determine the level of support that has been given in completing a piece of work.

2. Class Teacher Marking and Feedback:

- Timely verbal feedback is vital and one of the most effective forms of feedback. This should be indicated in the book at the point it is given using VF and a key word or phrase. If the children act on this feedback, there will be visible signs of improvement in their work.
- Work will be marked according to the Learning Objective and Success Criteria. Not all errors will be corrected and the amount of correction will depend on the child, their age and ability. However, the teacher should consistently refer to the 'Every Piece/Every Time' posters and team non-negotiables to consolidate basic expectations.
- Marks and comments are to be written in green pen and must be in a neat script appropriate to the age of the child.
- Spelling corrections. No more than 3 spelling corrections should be made in a piece of work. The focus should initially be on high frequency words from previous year groups. Children will be given the spelling to correct or self check as indicated by the teacher e.g. sp and a word underlined for the child to self correct or the spelling word X 3 for the child to copy and practice. Misspelling of copied words/date etc is non-negotiable.
- Peer assessment should be regularly used in lessons - maths/English/reading buddies.
- There should be regular opportunities for self-reflection, identification of own next steps and self correction/improvement.
- Each team has an agreed list of suggested symbols and how they should be used. These are progressively used through school and attached to this policy
- Good work and effort will always be praised and there are many approaches to this e.g. Class Dojo points, Child or Student of the Week, Golden Lunches etc.

Marking Symbols

VF	Verbal Feedback
	Next Step
	Spelling

	Wiggly line. Used by children during drafting to indicate a spelling they need to correct at point of writing. This could be the whole word or just part of a word. Teachers can also use this marking symbol to direct children to a word they should know how to spell correctly.
	Independent work
	Support
CL	Capital letter
 or FS	Full stop
	Conjunction
abc	Handwriting
	Finger space
 or LOA	Lesson objective achieved.
	Good vocabulary choice (adjective/adverb/verb etc)

