



Interim Marking and Feedback Policy

This policy is subject to change as we evaluate the impact on our children's learning and progress.

September 2025 - 2026

Version	Reviewed By	Shared with Staff	Date Approved	Approved by	Revision Date
2024 -2025	Tracey Messenger	Sept 2024	Oct 2024	FGB	Sept 2025
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All forms of marking and feedback are crucial to the success of our children at Vallis First School. We mark at Vallis in order to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant at Vallis and is an effective tool in moving our children's learning forward within the lessons. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

At Vallis, we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning in their feedback journals where appropriate. Teachers and teaching assistants will make and distinguish between mistakes and errors. **An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.**

Type	Purpose	What it looks like	Evidence
Live Feedback – reactive (Orally in class in the learning moment)	<p>Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions.</p> <p>Verbal feedback will be given to the child and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.</p>	<ul style="list-style-type: none"> • This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are re-modelled or challenges provided. • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard /book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	Lesson observations; marking codes within their learning books; learning walks and student voice.
Responsive Feedback – Reactive intervention (catch-up)	To enable all children to receive effective and instant feedback to feed forward.	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Marking against core knowledge and/or ready to progress learning objectives. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; intervention records; feedback journals (core subjects); book looks and student voice.
Revisiting and Reviewing learning (feed-forward)	<p>Identifies key strengths and misconceptions for the class or groups.</p> <p>Closing the gap and promoting our children to know more and remember more.</p> <p>Autonomy is given to the children to move their learning forward.</p>	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. • Strategies for self-regulation should explicitly taught to enable children to identify their own mistakes and correct accordingly. • Revisiting and reviewing – response work takes place during the following lesson/s and future learning. • 'Revisit and Review' tasks, Quiz Boxes and 'Flashback Four' questioning should be provided to securing student's learning, supporting them how to deepen their knowledge and to enable them to improve their performance. <i>These should be provided across the week for English and Maths and across a unit of learning term for all foundation subjects.</i> • Self and peer-assessment includes: differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. • Addresses overarching strengths and misconceptions as well as specific misconceptions for specific groups of learners. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant (reactive or pre-teaching). • May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson observations; learning walks; book looks; children's response work (purple pens) and student voice.

Marking in the moment

During the lesson, teachers and all additional adults who support learning or cover lessons will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of **misconceptions, consolidating learning or moving the learning forward**. This should be quick and remain positive encouraging a Growth mindset, resilience, striving for accuracy and children's learning efforts.

Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

Marking in the moment





At the start of a unit / topic children will be provided with a list of learning intentions for the teaching and learning on a separate title page.

Marking is focused on the learning intention of the lesson e.g. *if teaching apostrophes for contraction, then marking will acknowledge the child's success with using and applying this skill in that task using Vallis' marking code.*

Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding. This will be coded at the top of their piece of work (additional information can be recorded within the feedback journals if required).

Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson or the up and coming lessons.

When staff have been unable to mark 'In the Moment' all learning will be acknowledged in full using our marking code and recorded where appropriate in our **'Feedback Journals'** using the following proforma.

Date:	Subject:	Learning Intention: Write the opening of the story	
			
Celebrating success beyond expectation	Errors and misconceptions identified and children who need to revisit	Reactive interventions – -who? -what? -why?	Future actions in
<i>Mila has added character description to her dialogue to move her story forward.</i>	<i>Were / are errors Have/has for Oakley and Freddie</i>	<i>Daisy/Reuben have misused apostrophes – revisit during morning activity</i>	<i>Readdress were/are and has/have in SPAG sessions as a revisit and review task</i>

Marking completed not in the moment







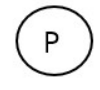

Dates and Titles should be checked to ensure that habitual errors are not being made.

The content of the learning should all be read in detail and checked against the lesson objectives and any given success criteria (differentiated accordingly) for accuracy.

A short, written acknowledgement e.g. Super effort, Freddie or a sticker/stamp (where appropriate) and a tick or a self or peer assessment will acknowledge the children's learning efforts and outcomes in their books.

Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly. Misconceptions should be highlighted in pink in extended pieces of writing only to model to the children where their editing should take priority without overwhelming them.

Responses from children should be focused on the learning intention or addressing any habitual errors such as capital letters, full stops and spellings and **completed in purple pen**.

Marking codes:			
	Guided Learning Task (Teacher/Learning Support Assistants)		Celebrating success exceeding expectation
	Independent Learning Task		Celebrating success meeting learning intention
	Supported learning task (Teacher/Learning Support Assistants)		Some misconceptions
	Partnered Learning		Live Verbal Feedback (no additional comments required)
Pink (to think) highlighting	To show a child where they are editing and improving (this is when and where appropriate)		
.	Incorrect answer	SP	Spelling error
✓	Correct answer	P//	Missing Paragraph

Children's Response Work (Purple Pens)	
Maths	<ul style="list-style-type: none"> Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves either independently or with support from an adult or peer. Incorrect calculations / spellings should be corrected at the bottom of a piece of work rather than rubbing out the original calculation / spelling Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
Writing	<ul style="list-style-type: none"> In KS1, common exception or subject specific misspelt words will be underlined, and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher and/or additional adult to be written at the bottom of the children's work for the child to rewrite. In KS2, misspelt words will be underlined (common exception words will be the focus for this on a daily basis across writing as word mats and spellings of topic related words will be given within the learning to support them with new vocabulary). Children will be expected to find the correct spelling of the misspelt words themselves using word mats or dictionaries provided. This may be done in the lesson or children will be provided time to do it before the start of the next lesson. In EYFS and KS1 and where children have an identified special educational need, all staff to mark spellings in accordance to children's phonemic stage. Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined twice and corrected in line with spellings (This may require small group or 1:1 response work to clarify the misconception).

	<ul style="list-style-type: none"> • In KS2, where punctuation is missing, pink highlighting will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work. • Where teachers would like a child to improve a sentences or short paragraph in order to move learning forward, a sentence may be highlighted in pink and then be given verbal or written instructions about what they need to edit and/or improve. • Where children are self or peer assessing, they should be encouraged to mark a paragraph or calculations with purple pens in line with the policy for teachers (this will then be checked by the teacher for accuracy). • In Extended Writing at the end of a unit, children in KS2 will be asked to edit and improve their written work in line with teachers and use a variety of self or peer assessment criteria provided by their teacher to mark against.
Foundation Subjects	<ul style="list-style-type: none"> • Teachers should ensure effective intervention marking in the moment and give verbal feedback to deepen children understanding during the learning. • In PE feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment. • Feedback in art and design will be verbal and criteria assessed next to learning targets by whoever is leading the children's art sessions to inform future planning and assess levels of attainment. Post it notes can be used when to provide feedback that can be put with the child's work.
Floorbooks	<ul style="list-style-type: none"> • Teachers should ensure effective intervention marking in the moment and give verbal feedback to deepen children understanding during the learning. • Misconceptions / gaps in learning should be recorded within the 'Feedback Journal' and addressed within the following sequences of learning in line with the above. • Floorbooks are essential a journey of the children's learning and therefore will only annotate their learning rather than provide assessment – this will be kept separate from their class floorbooks.

Feedback

Feedback differs from marking. **Feedback is all about noticing what the children have successfully achieved and communicating how we can move their learning forward.** We have several ways of giving feedback in our learning.

Within our lessons, we can give 'Live' feedback

This is any immediate feedback given in the lesson to enable the child or children to move their learning forward. At Vallis, when 'Live' feedback is given, we annotate it within the child's work. This will be achieved by adding a 'speech bubble' symbol and making a brief note about what was feedback (i.e – capital letters, using your sounds).

After our lessons, we give reflective feedback

This is compiled in our Feedback Journals. These journals contain the following information:

- any class/group information the teacher may need to refer to
- any relevant data for groups or individual children
- feedback notes from lessons – which may look different according to how they are being used across the curriculum within different classes

These journals aim to enable teachers to provide feedback to the children without recording it directly into their individual books. At the end of the sessions, the teacher will note down their feedback in their 'Feedback Journal'.

This feedback will then be shared at the beginning of the next lesson accordingly and where relevant. This can occur in different ways. Predominantly, this will be verbally shared at the start of the next appropriate lesson. For example, the teacher may explain the successes that they noticed in the previous lesson. These could be specific to particular children, groups of children or the whole class. They may also talk through any misconceptions or errors that they noticed, again in reference to individuals or groups. This may be an opportunity to briefly reteach or clarify key areas. The teacher will have also used their notes from the previous lesson to identify who needs support going forward. These children may form a focus group for an adult to work with. Again, this will look differently in different classes and for different lessons.

With the changes to the way we mark, we need to be mindful of adult and child engagement with their work. **Every piece of work should be engaged with by an adult.** This will be evidenced by the marking in the child's book, as outlined above, including engagement with the Learning Objective/s and success criteria where it has been used. **Where success criteria are used, they must be engaged with by the adult.**

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we consider the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

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

Teaching and Learning Policy and SEND Policy