Ivingswood Academy
Feedback and Marking Policy

September 2025

Next review Date: September 2027

Statement of Values

Feedback is information given to pupils about their progress towards learning goals and should link to the learning objective and success criteria within the lesson.

Effective feedback should:

- Be clear, specific and accurate;
- Related explicitly to the learning objective and success criteria;
- Focus on basic skills;
- Produce an improvement in pupils' understanding and learning by giving an opportunity for reflection;
- Encourage pupils to think about their attainment and progress by linking to current targets;
- Give targeted guidance for how to improve learning;
- Be age appropriate and accessible by the pupil;
- Be given as close to the learning activity as possible: in-lesson feedback is the most effective feedback method.

Feedback could be about the activity, the process as well as the pupils' management of their own learning. This feedback can be verbal, written or can be given through tests or via digital technology. Feedback can be given by a teacher, a learning support assistant or by other pupils.

Aims

At Ivingswood Academy we believe that a feedback and marking policy, which is shared with both adults and pupils, will:

- Create a dialogue between pupils and teachers/support staff or other adults.
- Ensure continuity for the pupil as s/he moves through the school.
- Signal areas of achievement and areas for development to adults and pupils to inform future planning.
- Raise the achievement, self-confidence and self-esteem of pupils by providing them with prompt, regular and diagnostic feedback about their work.
- Ensure pupils are engaged in the assessment process, through self and peer assessment.

Objectives

- Feedback should take place for all learning in all subjects.
- All learning should be acknowledged to provide accountability for pupils.
- Books will be monitored closely to ensure that feedback and marking impacts positively on learning.
- Pupils should always have time to respond to marking and this must be planned in by the teachers.

Planning for Feedback

For pupils to make good progress, they must first know what is expected of them. Effective planning and quality first teaching strategies are vital for every lesson to set the foundations which will allow feedback to be effective.

Learning Objectives and Success Criteria
Clear learning objectives must be included for every lesson to tell pupils what they are learning and what feedback will be given against. Along with a learning objective should be clear success criteria which provide pupils with clear steps to take to meet the objective.

Ideally pupils will be involved in co-constructing the success criteria during the lesson. Because of this, the criteria will rarely be stuck into books but should instead be displayed in the classroom.

For emergent learners, including pupils with EAL needs, success criteria may be represented pictorially.

WAGOLL
What A Good One Looks Like and other models or comparisons are important to help pupils to understand what is expected from their learning as well as to give them something to aspire towards. They can also be used to generate success criteria. WAGOLLs may be pupil or teacher generated.

Verbal/Oral Feedback

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.

Where work has been verbally discussed during a lesson, this should be indicated with VF - verbal feedback has been given. Verbal feedback will be given during the learning time and may be given to the whole class or a small group as well as to individual pupils.

Whole class verbal feedback may take the form of mid-lesson stops including the use of a visualiser as well as reference back to the success criteria or teacher input around a specific learning point.

Written Feedback

Written feedback or marking provides further opportunities for pupils to improve their learning and there are different types that may be used in this respect. All feedback should:

- be legible, following the school's handwriting policy, and clear in meaning;
- show that learning has been met;
- indicate who is giving the feedback if the person is different to their normal teacher, for example supply staff;
- indicate if work has been supported where this wouldn't be normal for the pupil or has been completed independently if a pupil is usually supported;
- be appropriate to the age and ability of the pupil and will vary across year groups and key stages.

Feedback Codes

The following are our non-negotiables for marking pupils' work. We use the same marking codes from Early Years to Year 6 so that:

- pupils develop a common understanding of what different marks, colours and codes mean;
- we can evaluate the impact of feedback and marking in books by clearly linking improvements to different aspects of feedback and marking.

Green for good: used to highlight/underline something which has been done particularly well and links to the success criteria.

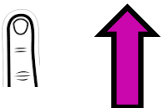
Pink is for think. This is an area that needs to be corrected or improved. It should also be used to indicate where the success criteria has not been met.

Teachers use a purple, blue, green or black pen for their comments.
Pupils improve their own work using a red pen / pencil.

A range of codes and symbols may be used to indicate where pupils need to go back and edit their tasks or to indicate where 'invisible' feedback has occurred. In some case, a pink dot in the margin will indicate a mistake that the pupil needs to identify and correct independently. Appropriate codes should be displayed in every classroom.

VF: Verbal feedback has been given to the pupil during the lesson
I: Independent work
S: Supported by adult
? meaning unclear
^ words or letter omitted
/ new line
// new paragraph
Sp: spelling mistake
P: punctuation error
CL: capital letter mistake
A: Absent

In Early Years, Year 1 and Year 2 pictorial symbols may be more appropriate:

Symbol	Represents
	Capital letter
	Full stop
	Finger spaces