Sandal
Primary School & Nursery

Marking and Feedback Policy

2025

Key principles

At Sandal, we advocate for live marking, delivered as close to the point of misconception as possible, ensuring feedback is immediate and meaningful. Our aim is to build confidence and foster a genuine love of learning. To achieve this, we pay close attention to pupils' progress, intervening and redirecting learning where necessary—whether for the whole class, small groups, or individuals—so that misconceptions are addressed promptly and progress is continually supported.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research endorses our belief that 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.
- Provide explicit guidance on how to improve and not simply inform pupils when they are wrong.

Our policy on feedback has, at its core, a number of principles:

- The sole focus of feedback and written marking is to further children's learning.
- Evidence of feedback and marking is incidental to the process. We do not provide additional evidence for external verification.
- Written comments should be accessible to pupils according to age and ability.
- Feedback delivered close to the point of misconception is most effective. As such, feedback delivered 'live' in lesson is preferable wherever practicable. On occasion, teachers may provide written, worked examples to move learning forward.
- Feedback is a part of Sandal's wider assessment processes. It is used to inform teacher understanding of learning and therefore inform future teaching.
- Pupil work is celebrated. At Sandal, we want pupils to understand what they are doing well and reinforce positive learning behaviour.

Feedback and marking in practice

At Sandal, teachers evaluate the work that children undertake in lessons and use information obtained from this to adjust teaching. This can be:

Immediate feedback – at the point of teaching/during tasks:

- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards and work in books.
- Takes place in lessons with individuals or small groups.
- Often given verbally to pupils (individuals, groups or whole class) for immediate action.
- May involve use of a teaching assistant to provide support or further challenge.
- May re-direct the focus of teaching or the task.

Summary feedback - at the end of a lesson/task:

- Takes place at the end of a lesson or activity.
- Often involves whole groups or classes.
- Provides an opportunity for evaluation of learning in the lesson.
- May take form of self or peer- assessment against an agreed set of criteria.

- May take the form of a quiz, test or score on a game.
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.

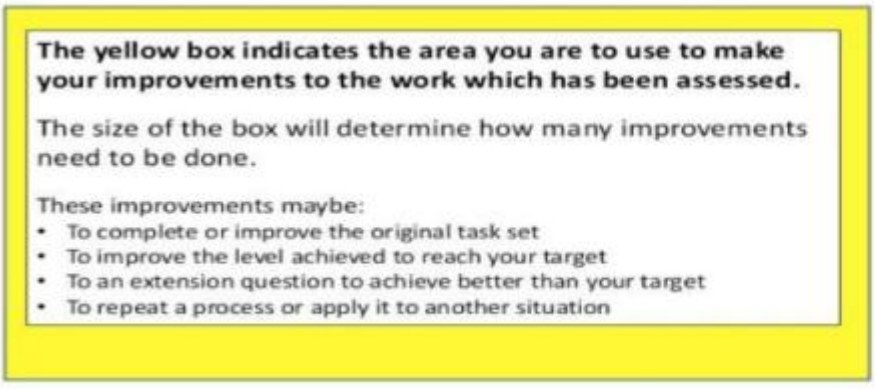
Review feedback – further teaching, enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished:

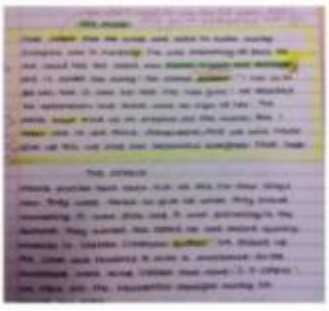
- At Sandal, our planning process for writing includes edit and improving sessions where children have error identification modelled and adapted. This will also be to improve and extend vocabulary choice and grammatical improvements. Children edit in purple pen, with peer support and are ideally seated in mixed attainment groups to undertake this task.
- Regular tasks set to revisit prior learning and give teachers a snapshot of what has been remembered and opportunity to uncover misconceptions.
- Selective marking to focus on one area of improvement.

How Does Selective Marking Work?



Choose one area of a pupil's work to mark. Just one section. Mark it well and in detail and offer sophisticated feedback (verbally or in writing) and no matter what, ensure that the feedback is specific and diagnostic. Pupils should understand that their work is in progress and by 'zooming in' on one area to improve, the Yellow Box focuses pupils to act on that feedback in a clear and specific framework. The pupil knows where to work and what to target; improvements can be identified much more clearly to help aid pupil progress. This ensures staff are marking for the child – meaning they are not observers in the process – to reduce workload with more direct, specific comments. that lead to greater impact.





Editing

At Sandal, we encourage learners to be responsible for changing and improving their own work. From Year 1 upwards, children will neatly and legibly edit their work using a purple pen. Children are discouraged from scribbling out mistakes, instead using a ruler to draw a straight line through errors.

Children will reflect on their own learning in a number of ways such as: in response to teacher comments or marking; as a result of self-assessing and reviewing work success criteria or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore, it can be helpful for children to assess the work of others and provide carefully articulated peer feedback. Children are trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria and learning objective.

For example:

'I like this part, but have you thought of…'

'What made you use this word/phrase/ adverbial phrase/simile/metaphor and not another one?'

'The best part is when you…'

'I think that next time you ought to think about…'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

'I agree because… Although I understand … I disagree because…'

Marking codes

Work should be checked and marked using the symbols below where appropriate.

	Correct
•	Incorrect
	Look again and check carefully
	Green highlighter to identify specifically where the learning objective has been met
	Missing word or more detail required
//	Paragraphing error
SP x3	Spelling error
 /	Yellow box marking (KS2) / Yellow sentence marking (KS1)
 / IHP	House point

How will you know there has been feedback planned for and executed?

Planning – will include
- Lessons which have editing or self-correcting sessions
- Plans will include quizzes, questions linked to KPI's and previous learning
- Key Outcomes for all learners including ideas for modelling
- Review sessions which are tailored to current learning

Learning walks will show:
- Teachers visibly giving feedback during independent work
- Evidence of modelling during independent work
- Direct group instruction
- Pupils actively editing and checking their work

Book Looks will show:
- Use of purple pen edited improvements
- Use of the marking codes

Pupil Voice will show:
- Pupils in class are familiar with pupil editing
- Pupils know the feedback codes and what they mean
- Children are comfortable making mistakes and know they will do this and can correct them
- They enjoy lessons and know they are learning! Children can tell you what they have learned.