



The Park Federation Academy Trust

Hannah Ball Academy

**Quality Feedback and Marking Policy
2025-2026**

Introduction

“Feedback is one of the most powerful influences on learning and achievement.”

— Hattie and Timperley (2007)

“Feedback plays a central role in securing students’ learning, supporting them in deepening their knowledge and understanding or improving their performance.”

Tom Sherington and Oliver Caviglioli

“Effective marking is an essential part of the educational process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking outcomes, and making decisions about what both teachers and pupils need to do next, with the primary aim of driving pupil progress.”

— Report of the Independent Teacher Workload Review Group

At Hannah Ball Academy, we recognise that all forms of marking and feedback are crucial to the success of our pupils. They serve to close the gap between what pupils know and what they do not know, guiding them from their current level of understanding to their desired learning outcomes. Marking and feedback in the moment (live marking) are vital forms of communication between pupils and teachers/teaching assistants. They enable pupils to become reflective learners, helping them to bridge the gap between their current abilities and their potential. This process is integral to assessment, providing both teachers and pupils with opportunities to identify strengths and areas for improvement.

Intent

At Hannah Ball Academy, we believe that a successful quality marking and feedback policy will actively engage all pupils in their learning and contribute to raising standards. We are mindful of the workload implications of written marking and the research surrounding effective feedback. Our belief is that marking should be meaningful, manageable and motivating.

Reasons for Marking and Feedback

We mark and provide feedback for two main reasons:

1. To motivate pupils.
2. To create opportunities to advance learning by:
 - Addressing misunderstandings.
 - Reinforcing skills or key pieces of information.
 - Extending pupils’ understanding or abilities.

Our policy is underpinned by evidence of best practises from the Education Endowment Foundation.

Principles

The following key principles should underpin all marking and feedback:

1. **Timeliness:** Feedback and marking must be provided promptly to be effective. Live marking is strongly encouraged.
2. **Integral to Learning:** Feedback, whether written or verbal, should be woven into lessons, facilitating a dialogue between teachers and pupils that addresses errors and misconceptions early on. We support live marking wherever possible.
3. **Alignment with Learning Objectives:** Marking and feedback should be directly linked to learning intentions, objectives, success criteria, and targets. Learning intentions must be shared with pupils in every lesson and recorded in pupils' books, either by the pupils themselves or by their teachers.
4. **Encouragement of Self-Assessment:** Pupils should be encouraged to engage in self-evaluation and peer assessment as appropriate, fostering a culture of reflection and ownership of their learning.
5. **Informed Decision-Making:** The outcomes of marking should inform teachers' judgements and interventions regarding pupils' progress, as well as guide teacher planning, record-keeping and reporting.
6. **Manageable Practises:** Marking and feedback practises should be manageable to avoid overwhelming teachers and to ensure sustainability.
7. **Selectivity:** Focus on specific qualities of work, learning, or thinking to provide targeted feedback that is actionable.
8. **Actionable Strategies:** Provide appropriate strategies that enable pupils to make improvements, fostering motivation and encouraging positive attitudes towards learning.
9. **Consistent Marking Practises:** Marking should be consistently completed in green pen to maintain clarity and uniformity across the school.

Implementation

It is vital that teachers evaluate the work that pupils undertake in lessons and use the information obtained from this evaluation to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate Feedback – At the Point of Teaching

- **Definition:** This feedback takes place during lessons, targeting individuals or small groups. This is often referred to as live marking/feedback.
- **Characteristics:**
 - Often provided verbally to pupils for immediate action.
 - May involve support staff to provide additional support or further challenge.
 - Can redirect the focus of teaching or the task.
 - May include highlighting or annotations according to established marking codes.

2. Summary Feedback – At the End of a Lesson or Task

- **Definition:** This feedback occurs at the conclusion of a lesson or activity.
- **Characteristics:**
 - Typically involves whole groups or classes.
 - Provides an opportunity for evaluation of learning that occurred during the lesson.
 - May take the form of self or peer assessment against an agreed set of criteria.
 - Can guide a teacher's further use of review feedback, focusing on areas of need.

3. Review Feedback – Away from the Point of Teaching

- **Definition:** This feedback is provided after the teaching session.
- **Characteristics:**
 - May involve written comments for pupils to read and respond to.
 - Provides teachers with opportunities to assess understanding.
 - Leads to adaptations in future lessons through planning, grouping, or task modifications.
 - May result in targets being set for pupils' future attention or immediate action.

Forms of Feedback

It is important for teachers, pupils, and parents to understand that written marking is only one form of feedback. At Hannah Ball Academy, the following forms of feedback are utilised:

1. Verbal Feedback

- **Characteristics:**
 - Guidance provided by the teacher during class time.
 - Re-teaching of concepts as needed.
 - Engaging in pupil-teacher dialogue and questioning.
 - Facilitating peer-to-peer dialogue and questioning.

2. Written Feedback

- **Characteristics:**
 - Marking completed by the teacher.
 - Peer assessment conducted among pupils.
 - Self-assessment by pupils to reflect on their own work.
 - Use of success criteria checklists to evaluate understanding and progress.

Marking



(‘Mark. Plan. Teach’, 2017, Ross Morrison McGill)

Aim of marking and feedback:

Pupils act on feedback to make progress over time. They inform future planning and teaching. Pupils learn to value hard work and the quality of the work they produce.

“Marking” is taken to be the process whereby teachers look at a piece of a pupil's written work, examine it for errors, misconceptions and/or conceptual and procedural fluency, and respond in writing. All marking is to be carried out in green pen, in addition to using green or pink highlighters to address successes or misconceptions. All marking is to be done in clear legible handwriting aligned to the school’s Handwriting Policy. The marking codes are to be followed in all cases. These codes should be accessible to all pupils in the learning environment.

Procedures for Marking

- Marking is to be carried out in green pen to signal that the objective has been met and pink highlighter to signal areas to be corrected.
- All marking is to be done in a clear legible handwriting aligned to the school handwriting policy.
- In both Maths and Literacy, at least 2 pieces of work per pupil should be developmentally marked in depth, per week.

In developmental marking:

- When identifying an area for specific improvement, the respective work in the pupils’ book will be identified in pink.
- When identifying an area of specific success, the respective work in the pupils’ books will be identified in green.
- Red will be used by students to edit independently.

- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.

Marking and Feedback

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. 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 remodelled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. 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. Teachers will acknowledge the marking completed by the children.
Learning Acknowledgement	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 be explicitly taught to enable children to identify their own mistakes and correct accordingly.

Marking in English

Deep marking in English is to be completed when marking extended pieces of writing (at least 2 per half term). The 'end of year' expectations will be used to establish the next steps for the child in conjunction with the statutory requirements of the National Curriculum. When targets are set, it must be possible for them to be applied to the next piece(s) of writing. In order for this to be effective, teachers must build in sufficient time for feedback, and ensure that pupils fully understand what is expected of them and are ready to move on in their writing skills.

Marking in Mathematics

Teachers are expected to adhere to the school's marking policy when marking maths books and guide children on presenting their work. Teachers should identify any misconceptions that require immediate addressing with the whole class, groups or individual children and do this in a timely manner.

Formative assessment that supports pupil learning should be built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically.

Marking Science and Foundation Subjects

When marking English-based work in Science and Foundation subject books, marking will be against the objectives for the subject such as History or Geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case, the teacher can always challenge the child to improve their work ensuring high expectations at all times.

Questioning

Deep level questioning is used across all curriculum areas to extend children's thinking. The questioning used will take into consideration the stage of learning of the child/group, and will encourage them to evaluate their learning in order to make further progress. Questions may be written as feedback. Teachers must give children time to answer these questions either in writing or verbally.

Pupil Response and editing own work

From Year 2, time each week will be dedicated to the children editing or improving their own work. Teachers will develop the children's ability to become independent learners, self scaffold and give them autonomy in developing and improving their work.

Pupil response is varied, depending on subject or age of pupil. It is important that pupil response should be evident in books. Specific, sufficient time should be given to pupils to respond to marking or comments. Editing is to be done in red pen by the students.









Role of Other Adults Supporting Marking and Feedback

- All staff in the classroom are expected to feedback in the moment. This will support children in receiving immediate feedback which they can respond to.
- Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward.
- Every pupil should receive verbal feedback on a regular basis.
- Children should be encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.
- In addition, the children could indicate where they think a particular building block has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that the learning objective has been met.
- Provide voiced remarks regarding general points, such as common mistakes or setting out, to the whole class or group.






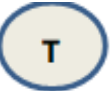


Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account 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 so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.






Feedback Comments Codes

	Verbal Feedback		Self-Assessed
	Learning Objective not yet Achieved		Peer-Assessed
	Learning Objective Achieved		Next Step
	House Points		Correct / Good point/ Well written

Correction

	Spelling		Think again/check
	Punctuation		Good/Excellent point
	Use a more advanced word/vocabulary		Tense mistake
	Not clear		Missing Word

Level of Support

	Independent
	Teacher Support
	Learning Support Assistant
	Paired Work
	Group Work

KS1- Additional Codes



Capital/lower
case letters

- CAPITAL LETTERS



Finger spaces

- FINGER SPACES



Full stops

- FULL STOPS



Join handwriting

- JOIN HANDWRITING

SP

- SPELLING MISTAKE