



Lake Haven School

Marking and Feedback Policy 2026/27

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1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners across the school.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

We have discussed with our students how marking and feedback best supports them as learners. Four types of marking and feedback occur during teaching and learning at Lake Haven School:

- i) The way in which children at Lake Haven School felt they gained the most from marking or assessment of their work was immediate feedback during a task. Teachers' well considered intervention to promote deeper thinking, and swiftly address misconceptions during lessons moves learning on quickly. This can take the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil, or on a

group basis. For younger pupils, this can be noted down to support the metacognitive feedback and response process.

ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. This usually equates to a smiley face or sticker if they like to receive such rewards and can be adapted to meet the pupil's individual needs.

iii) Marking where feedback is required to strengthen the teaching and learning process in order to accelerate and deepen learning. This can be discussed with the children at the time should they require further learning in a specific area. This may require an action from the child.

iv) Self-assessment and peer assessment of the attainment and success of a piece of work. This is often more challenging for our children to complete and it is the responsibility of the teacher to decide if and when this is appropriate.

v) No specific format for planning or recording of daily assessments is required. This is at the discretion of the teacher and should work well for them. However, teachers are expected to be able to report to the attainment and progress of pupils and should keep records to support this.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at Lake Haven School.

3. Non-negotiable Procedures for Marking

- All marking by the teacher or Teaching Assistant is to be carried out daily after each session.
- All marking is to be done in clear, legible handwriting.
- The marking code is to be followed in all cases.
- All pupils' work is to be 'light' marked by Teacher or Support Staff as a minimum. This would involve using 'Smiley Face' imagery or a sticker.
- All learning should be marked daily with verbal feedback immediately given. The children should respond to marking as soon as is appropriate, and ideally prior to the next lesson in this subject.
- Teachers will reflect on learning to inform planning. No standard template is provided for either planning or to record formative assessments, however the teacher will be required to provide feedback regarding this and should keep records to support them.

Where a lesson has a lesson objective, a teacher will:

- ✓ if the lesson objective has been achieved
- ✓✓ if the pupil demonstrates an in-depth understanding and completed the lesson independently
- . If the learning objective has not been achieved and will need revisiting

In marking:

When identifying specific success, the respective work in the pupils' book will be identified by a ✓. This visually represents that the teacher has acknowledged the work and provides the children with visual support to understand their learning achievements.

When a specific area of improvement has been identified, the respective work in the pupils' book will be identified with an observational note in the child's book, describing the next steps required.

Feedback comments

Children at Lake Haven are best supported through immediate, oral feedback. It is good practice that this feedback is then noted by the teacher to support planning, but how this is recorded is at the discretion of the teacher so they can choose a format that works best for them.

Self and Peer Assessment

Self and peer assessment is often not appropriate for our learners, however we endeavour to teach and build confidence around metacognition over the time spent at Lake Haven. This is modelled by teachers initially.

3. Procedures in greater detail:

a) The Frequency of Marking

All pupils' work is to be marked by the teacher or support staff. No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils'

books or photographed, photocopied or electronically recorded if using other practical methods. This is important as it charts the process and progress of pupils' learning.

English and all other extensive writing (in any subject) should be marked developmentally. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made as soon as possible. The overseeing of such a task may be carried out by another adult other than the class teacher.

Where appropriate, developmental marking can take place alongside the child with verbal feedback and responses taking place immediately.

b) Giving effective feedback to pupils.

Effective marking is a key tool in providing feedback to pupils in order that they are clear about what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can make good progress.

Effective feedback comes under three main headings:

Specific Achievement feedback identifies specific aspects of successful attainment and or progress.

Specific Improvement feedback identifies where errors or misconceptions lie and how work can be improved. At Lake Haven this is done verbally with the child and recorded on the main planning document for reference.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and extend greater depth thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. We share this verbally with our children and then record on our planning notes for reference and future planning.

Feedback should:

Be positive, specifically identifying what has been done well orally, a smiley face or sticker if this is what motivates the child.

Identify a specific area for improvement, followed up with a task using the planning

document to reference and inform next steps.

Focus on one or two areas of focus, rather than addressing multiple areas at once, for example correcting all capital letters and full stops.

Well-constructed improvement tasks prompt effective response from pupils to improve the quality of work or to reinforce learning. They should provide appropriate challenge for pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or deepen greater depth thinking
- Address or explore misconceptions
- Pick up errors
- Address incomplete work and encourage pride through good presentation
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback, teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Does it relate to planned learning objectives and success criteria?
3. Can feedback be understood clearly?
4. Does feedback indicate a next step/improvement in learning?

c) The Frequency and Nature of Pupil Response to Feedback

Some marking may require a response from the pupil. Where possible, marking should be completed alongside the child giving verbal feedback. This ensures that the child can immediately action feedback. Where this is not appropriate, this can be done at the end or at the start of the next lesson.

Marking is most effective when a well-crafted prompt or request for response is given and completed. Pupils need time to develop this skill from Year 3 to Year 11, and throughout the school year appropriately.

In each class, appropriate time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group,

increasing with independence and complexity with maturity and skill of pupils.

In some cases, participation may be all that is required according to the child's needs. It will be at the teacher's discretion, in co-ordination with the school SENCo and Headteacher, that this is appropriate. It is the expectation that this will improve over time.

Acknowledgement of response

This should be an acknowledgement. If greater issues arise then the teacher would be expected to review and reteach this learning or concept.

4. Role of other adults supporting

Support staff may annotate work with pupils with whom they have been working. When this is the case they will:

Initial work they have supported

Identify if the work was independent or supported

As appropriate, give feedback verbally

Marking can be done when working one to one with a child and always supervised or acknowledged by the teacher.

5. Responsibilities

It is the responsibility of the class teachers and support staff to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

All teachers have a responsibility to oversee the learning of pupils, understand and keep records of children's attainment and progress. No standard format is provided, and it is at the discretion of the teacher to identify methods that work well for them. It is the responsibility of the Headteacher to monitor that accurate records are being kept.

All teachers have the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. It is the responsibility of

the Headteacher to liaise with the teachers and to give feedback to the Proprietors on the implementation of the policy, its consistency across the school and the impact it has on progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's personalised targets as required.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and supported by the Subject Leaders. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of marking through work scrutiny in English and extended writing and as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil interviews to ascertain how marking supports them to understand what they need to do to improve their learning and to make progress.

Feedback monitoring will be used to monitor consistency across the school and the impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision.

9. Policy Review

This procedure has been agreed by the staff and Proprietors in August 2026 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no later than August 2027.

