



Marking & Feedback Guidelines

These guidelines apply to the whole school including the EYFS at Copthorne Prep.

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Introduction

This document outlines the guidelines for marking and feedback at Copthorne Prep, using recommendations from educational research and cognitive science as a basis.

High quality and targeted feedback plays a vital role in the learning process. At Copthorne Prep, all of the feedback that is given is with the intention of enhancing the children's understanding of a concept or topic and encouraging them to strive to improve. Our approach is underpinned by these principles:

- Written and verbal feedback should be well-timed and given regularly.
- Feedback should leave children with a clear understanding of their successes and how best to improve.
- The amount of effort put into work is always acknowledged relative to the individual child.
- The teacher has ultimate responsibility for ensuring the marking is correct (whether done by another supporting adult, the pupil themselves or one of their peers).

For marking and feedback to be judged as effective at Copthorne Prep it should:

- Redirect or refocus the learner's actions to achieve a goal
- Empower the learner to take responsibility for improving their own work; it should not take away this responsibility by adults doing the hard thinking work for them
- Be offered in a way that is understood fully by the child
- Be specific, accurate and clear
- Encourage and support further effort
- Be timely so that it is meaningful
- Put the onus on the pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

Associated Policies

- Staff Handbook
- Assessment, Reporting & Recording Policy
- Curriculum Policy
- Learning Support Policy

Contents

<i>Introduction</i>	<i>2</i>
<i>Contents.....</i>	<i>3</i>
<i>Feedback and Marking in Practice</i>	<i>4</i>
<i>Expectations for marking recorded work.....</i>	<i>5</i>
<i>Expectations for marking digital work</i>	<i>6</i>
<i>Expectations for marking practical work.....</i>	<i>6</i>
<i>Written feedback in the EYFS</i>	<i>6</i>
<i>Marking symbols.....</i>	<i>6</i>
<i>Self- and peer-assessment</i>	<i>7</i>
<i>School-wide literacy</i>	<i>7</i>
<i>Unfinished Work.....</i>	<i>7</i>
<i>Summative grades.....</i>	<i>7</i>

Feedback and Marking in Practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. The process for feeding back to pupils should include the teacher asking themselves the following questions:

Step 1:	To what extent has the pupil achieved the Learning Objective?
Step 2:	What has the pupil done well? (Usually in relation to the Success Criteria/Steps to Success)
Step 3:	What does the pupil need to improve or develop?
Step 4:	If they have fully met the Learning Objective, how can I extend or challenge the pupil further?

Feedback occurs at one of four common stages of the learning process:

- Immediate Feedback – at the point of teaching – (usually verbally from teacher or peer)
- Summary Feedback – At the end of a lesson/activity (usually verbally from teacher or peer)
- Next lesson 'Feedforward' – further teaching enabling the pupils to identify and improve for themselves areas of development identified by the teacher upon review of work after a previous lesson had finished
- Summative feedback – tasks planned to give teachers definitive feedback about whether a pupil has securely mastered the material under study

	Type	What it looks like
All these variations of feedback are types of formative assessment	Immediate Feedback	<ul style="list-style-type: none">• Includes teacher assessing and giving feedback within the course of the lesson, including working from mini-whiteboards, book work, group work etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve the use of a TA to provide support or further challenge• May re-direct the focus of teaching or the task
	Summary Feedback	<ul style="list-style-type: none">• 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 the 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, focusing on areas of need

	Feedforward Feedback	<ul style="list-style-type: none"> • For writing often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work • Errors and misconceptions addressed in subsequent lessons, e.g. for maths.
	Summative Feedback	<ul style="list-style-type: none"> • Written or verbal feedback from a teacher • Final piece of produced work • Subject Specific Assessments

Expectations for marking recorded work

- Every completed piece of work in a child's book should be acknowledged by a teacher.
- All marking must be done in pink/purple in order to contrast with the children's work.
- Marking should reference the learning objective and success criteria of a piece of work – it should always be clear to the child whether they have met the LO of the lesson.
- We recognise that not every learning activity and task will lend itself to the same type of feedback. Teachers should not be governed by one particular format or process; not every task, every week, must be marked or fed back on in an identical fashion, but should guide their scheduling of genuinely formative feedback, and quality pupil response to it. Teachers should therefore decide where and when a style of feedback will be most appropriate in order to maximise pupil learning.
- Pupils in different phases of education at Copthorne Prep require different levels, types and frequency of feedback in order for it to be effective. This applies to both age and subject.
- The teacher should make a professional judgement about the best type of written feedback to add to a piece of recorded work.
- Feedback should be related to the learning objectives, outcomes, or the identified individual next steps.
- The age, maturity and understanding of the pupil should also be taken into account so that the feedback can be fully understood by the child so that it can be acted upon. As the children get older, there should be an increasing emphasis on them taking the responsibility to read and action the comments that teachers have made although, as with all feedback, they will need to be shown how to do this.

Expectations for marking digital work

- The school uses Microsoft Teams as its virtual learning environment.
- There is no expectation that work carried out online and recorded in MS Teams should be printed out and stuck into exercise books as evidence of learning taking place.
- Instead, each child's MS Teams should be viewed as an extension of their exercise book. With that in mind, teachers should follow the guidelines laid out in this policy when marking work online, in terms of both the frequency and types of feedback that they provide the children.
- Learning objectives and success criteria are still required for digital work, although the format of these may differ depending on the subject/lesson.
- It is recognised that not all symbols will be able to be used when marking online due to it being more challenging to annotate work carried out on an electronic device. However, teachers should feel empowered to use the feature of MS Teams in order to provide feedback and not be limited to the comment box (for example, rubrics)
- Work scrutiny carried out by senior and middle management should incorporate looking at work carried out on MS Teams.

Expectations for marking practical work

- We recognise that practical work lends itself to verbal feedback and summative assessment of an outcome or finished product.
- There is no expectation that verbal feedback should be recorded in order to evidence its existence. However, teachers are expected to keep records such as digital markbooks or trackers to ensure that they hold an ongoing record of progress and attainment. These can vary between subjects.

Written feedback in the EYFS

- The majority of feedback in the EYFS will be verbal. However, some written feedback is expected in order to give evidence for ongoing assessment. This will increase as the children progress through the year.
- The use of symbols is encouraged to help support children to understand any written marking that does take place (see Appendix A for EYFS Marking Symbols).

Marking symbols

- Teachers should use Copthorne Prep's agreed marking symbols when appropriate. A list should be stuck in at the front of every exercise book and displayed in the classroom.
- The purpose is to try and provide consistency with the annotation used by teachers in their marking.
- *Please see Appendices A, B and C.* The complexity of the symbols increases as a pupil moves up through the school.

Self- and peer-assessment

- Pupils should be taught to self- and peer-assess their work, using success criteria provided. This is often a very effective teaching technique provided there is a discussion about any misconceptions that arise.
- Children should use green pens/pencils to self- and peer-assess, as well as respond to and teacher next steps.
- Self- and peer-assessment should always be managed as an exercise with clear parameters and goals to guide pupil interaction as well as peer to peer learning. It cannot replace teacher marking as a means of assessing and monitoring progress.

School-wide literacy

- Literacy and fluency of expression (both written and oral) are important in all subjects. We are all teachers of English.
- Due regard should be given to the quality of presentation, spelling and grammar of work in all subjects, acknowledging the age-related expectations of the pupils and that some pupils, especially those with a SEND or EAL profile might require particular support.
- In some pieces of writing it may be appropriate not to mark the grammatical or spelling mistakes if the focus is content. This is especially important in the EYFS and in Year 1, or in modern foreign language lessons, for example.
- The number and focus of the corrections needs to be treated with sensitivity, and keeping in mind any SEND.

Unfinished Work

- The teacher should discuss the reasons why the work was left unfinished with the child in a compassionate manner before a decision takes place.
- If a child submits unfinished work (work well short of the required amount) without a legitimate reason, the child is expected to finish this piece in prep or at home, on top of the expected homework for that day.
- Pupils can be asked to re-do work if it does not meet the expectations of the teacher.

Summative grades

- Although not something that should be done every lesson, grades and marks can be given where appropriate.
- Grades and marks will often be used when doing class tests can be a useful indicator of progress over time.
- Grades and marks can also be used in the build-up to exams if children are completing exam-style questions to give them an indication of how they are doing in relation to the exam expectations.
- It should be noted that marks and grades on their own, should not be seen as a form of marking without a follow-up comment.
- Children should never put a grade or mark on another child's work (please see the section on peer and self-assessment for how this should be used).

Appendix A: EYFS Marking Symbols

Appendix B: KS1 Marking Symbols

Appendix C: KS2 Marking Symbols