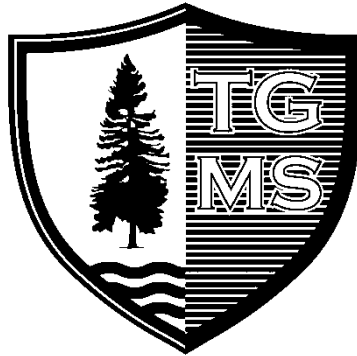




BUCKINGHAMSHIRE COUNCIL

Marking and Feedback Policy Tylers Green Middle School



This policy was adopted on: Autumn 2025

The policy is to be reviewed by: Autumn 2027

At Tylers Green Middle School, we have adopted a consistent approach to marking children's work. This will ensure that children are aware of the teacher's expectations and that teachers have similar expectations of pupils with comparable levels of ability.

Aims

We believe that the single most important aim of Marking and Feedback (M&F) is to have a positive impact on the children's learning and progress. We must ensure the following:

- M&F ensures continuity for children as they move through the school
- M&F creates a dialogue between child and teacher
- M&F signals areas of achievement and development
- M&F is workload-conscious

Objectives

We aim for continuity in marking, but there will be some differences as teachers gauge the children's needs.

When marking and giving feedback, we are:

- Acknowledging that we have read children's work and that we value it
- Assessing diagnostically, encouraging children to improve their work
- Assessing concerning national curriculum expectations and targets
- Creating dialogue between pupils and adults
- Marking as a constructive form of assessment
- Being positive and encouraging, praising effort to boost confidence and self-esteem
- Having consistency of marking techniques throughout the school
- Simple, predictable routines free working memory so pupils can focus more deeply on learning, consistent with TLC Principles and TLAC Habits & Attention.

Strategies

When and how we mark is determined by the task. We ensure that pupils understand the task and the criteria that will be used to assess their work. Feedback may be given in several different ways:

In all lessons with work in books:

- All work receives appropriate feedback (ticks for evidence of the Learning Objective, Success Criteria and personal targets)
- Pupil effort is rewarded through connection to our school reward system at the end of a piece of work (see table below)

	GC (green card) at the end of the pupil's work	2HP (house points) at the end of the pupil's	1HP at the end of the pupil's	No HP at the end of the pupil's work
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		work	work	
Pupil effort	An exceptional level of personal effort	A very good level of personal effort	A good level of personal effort	A satisfactory level of personal effort. A concise motivational comment from the teacher may be used.

- The quality of the pupil’s learning, linked to the Learning Objective and Success Criteria, is fed back using the EDSA system:
 - At the end of every piece of work, the Learning Objective must be self-assessed by the pupil. This includes, where appropriate, lessons whose activities have not been in books.
 - Pupils to self-assess their work with an E (emerging), D (developing), S (secure) or A (above, if they feel they have demonstrated Greater Depth learning) self-assessment judgement

Above (A)	Secure (S)	Developing (D)	Emerging (E)
LO and SC were fully evidenced, and additional tasks have been completed successfully, demonstrating Greater Depth learning	LO and SC fully evidenced	LO and SC are partly evidenced, and the pupil needs to take note of specific feedback	LO and SC are not evidenced

- Peer-assessment is a valuable alternative to this
- Child may write an additional, short reflective comment using the classroom display prompt sheet to support (see poster near the end of this policy)
- **Verbal Feedback** is recognised at TGMS as being more beneficial for both the child (progress and self-esteem) and the teacher (workload and enabling progress). VF is a key strategy for responsive teaching and aligns with our TLAC approach to identifying misconceptions and supporting habits of attention. It should be used in all lessons by teachers and LSAs to:
 - Help identify misconceptions or errors in the work
 - To give new targets or advice, to improve the quality of the work and progress
 - Reduce teachers’ workload when marking books after lessons

Verbal Feedback is to be marked with a VF (Verbal Feedback) when an adult has discussed one of the above on a 1:1 basis with a pupil. The adult or child could write a word, symbol or phrase next to the VF, to remind them what support was given.

- Edit codes to be used for paragraphs of writing for non-assessed pieces of writing or as a form of differentiation for children whose writing attainment is WTS or lower. Judge the number of edits to include on a pupil-by-pupil basis.
- Work is presented to the expected standard, and this is commented on where necessary:

- Short date is written in all subjects
- Condensed LO to be written in books (full LO displayed on the board)
- In French, the date is written in French
- All dates and LOs are underlined with a ruler
- Writing is in blue handwriting pen, not a biro
- Children are expected to keep their books in tidy condition

In lessons with no work in books:

- Plenaries, including discussions and opportunities for reflection, to be provided.
- Children could record a written or drawn reflection in their books, as above.

Future considerations:

- The role of Ed-Tech in M&F, for example, the use of programs such as Pobble or other options if all pupils have their own devices.
- Future developments may include aligning M&F routines with TLAC ‘Bright Spots’ and classroom walk-throughs.

Marking timeline expectations:

- If the following lesson builds on the work already completed, then the books must be marked and ready for the next lesson.
- If the following lesson is not directly impacted by the work already completed, then the books do not need to be marked immediately, but rather when the teacher has time.

Editing Symbols

As above, the editing codes should be used as a differentiation tool – either in pieces of work that are judged at WTS, or in pieces of work that will not count towards an independently moderated piece. When used, it should:

- Mark the objective of the lesson, e.g. just the use of speech marks
- Pupil self-editing (purple pen)
- Pupil peer editing (purple pen)

All marking by the teacher or LSA should be undertaken in green or red ink. Where appropriate, write the symbols in the margin where the improvement needs to happen. When a pupil responds to an edit, they are to do so in purple ink. They must then cross out the symbol in the margin.

The marking should be non-specific where possible (written in the margin on the line where it is relevant). However, it can be made more specific by giving symbols in the text (e.g. underlining a misspelt word) for differentiation purposes. **Corrections made by specific marking cannot be counted as independent.**

Pupils to have a copy of the code available for them to refer to.

Editing Symbols

The following symbols are used for editing:

Marking and Active Feedback		
Margin	Symbol in text	Meaning
VF		Verbal feedback given
P	○	Missing or wrong use of punctuation
ap	—	Missing or wrong use of an apostrophe
C	—	Capital letter
sp	~~~~~	Spelling mistake
//	//	New paragraph
V	○	Find a better word
?	~~~~~	Meaning unclear
T	~~~~~	Verb tense error
G	~~~~~	Grammar error
^	^	Insert missing word
HW	○	Handwriting needs improvement
End of writing		
WS		With support (when working 1:1 with a child)
E		Emerging
D		Developing
S		Secure
A		Above
Ⓜ		House Point
Ⓜ		Green Card

Marking and Active Feedback for Maths	
Symbol	Meaning
VF	Verbal feedback given
✓	Correct
X	Incorrect



Have you finished the lesson?



Your teacher would love to hear from you!

Write them a reflective message using your SC.

- What was the best thing you learnt or improved at?
- What do you still need support with?
- How much progress did you make since the start of the lesson?
- How are you going to apply the skills?
- Did you struggle, and how did you overcome this?
- What do you think of the teaching style and activities?

Policy Review

This policy will be reviewed by the Governors' Teaching and Learning Committee every three years in the term prior to the start of a new academic year.

Signed _____ CHAIR OF GOVERNORS Date _____