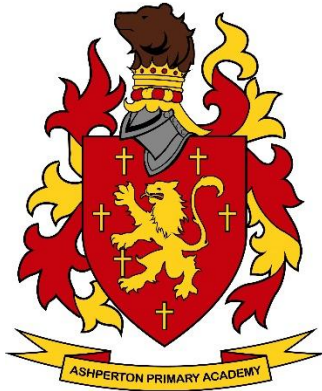




# **Ashperton Primary Academy Trust**

## **CU7 Marking and feedback Policy**

Date of Last Review --August 2026

Next Review – August 2028

## **Intent**

At Ashperton Primary Academy, we believe that effective feedback is an integral part of teaching and learning. It acknowledges achievement, identifies misconceptions and gaps, and gives pupils clear direction about how to improve. Most importantly, feedback should lead to action and improved learning.

We do not mark for the sake of marking. The purpose of assessment and feedback is to find out what pupils know, understand and can do, identify what needs to be taught or practised next, and support pupils to remember and apply their learning.

Feedback may be verbal, written, through questioning, modelling, live marking, self-assessment, peer assessment or additional teaching. The method used should be determined by the learning, the pupil and the likely impact on learning.

## **What is Feedback?**

Feedback is information given to pupils about their learning which helps them recognise what they have done well, identify misconceptions or errors and take the next step. It should be specific, clear, purposeful and actionable.

Feedback should be timely enough to influence learning, but it does not need to be given in every lesson or recorded in writing. Teachers use professional judgement to decide when feedback is needed and which form will have the greatest impact.

Teachers are not expected to mark every piece of work or provide written feedback in every book. Written marking is used selectively where it is the most effective way of moving learning forward.

## **Aims of Feedback**

- To help pupils make progress and improve the quality of their learning.
- To identify and address misconceptions and gaps in knowledge or skill.
- To provide clear strategies for pupils to improve.
- To give pupils opportunities to reflect, correct, edit and improve their work.
- To inform planning and the next phase of teaching.
- To assess whether pupils have secured the knowledge, vocabulary and skills they should have acquired.
- To support pupils to retain and recall previously taught learning.
- To develop pupils' independence and ability to assess their own learning.
- To promote pride in learning, including appropriate presentation and accuracy.

## **Feedback and Rosenshine's Principles of Instruction**

Our approach to marking and feedback supports Rosenshine's Principles of Instruction by ensuring that assessment is part of teaching rather than an activity added after teaching.

- Daily review: pupils regularly retrieve and recall previously taught knowledge and skills.
- Small steps: teachers check understanding as new learning is introduced and address gaps before pupils move on.

- Questioning: teachers use purposeful questioning to check understanding and identify misconceptions.
- Checking for understanding: teachers use responses, observation, work and practice to determine what pupils have understood.
- Guided practice: pupils receive support, modelling and feedback before being expected to work independently.
- Independent practice: teachers use assessment to judge whether pupils are ready to practise independently and whether further teaching is required.
- Weekly and monthly review: previously taught knowledge and vocabulary are revisited to support long-term retention.

The focus is on what pupils have learned and what they need next, rather than on the amount of marking completed.

### **Implementation of Feedback**

- Feedback should be timely and respond to the needs of the individual learner.
- Pupils should have an opportunity to act on feedback where this will improve learning.
- Teachers should use feedback to identify whether pupils have understood the intended learning and to adapt teaching where necessary.
- Pupils should be encouraged to assess their own work against clear learning goals or success criteria.
- Pupils may use peer and self-assessment where these are carefully structured, modelled and appropriate to the task.
- Misconceptions should be addressed through the most appropriate response, which may be immediate verbal feedback, modelling, further explanation, guided practice, pupil correction or Close the Gap teaching.

### **Type and Frequency of Verbal Feedback**

Verbal feedback is the most frequent form of feedback at Ashperton. It is often immediate and allows pupils to act on guidance during learning. It may be directed to individuals, groups or the whole class. It should be based on assessment of pupils' responses, work and understanding. Teachers should avoid interrupting learning unnecessarily; feedback should be purposeful and proportionate.

### **Peer Feedback**

Peer feedback should be carefully structured and modelled by the teacher. Pupils should be taught how to identify success and improvement accurately and respectfully. Peer feedback should focus on the learning rather than personal judgement. Green and pink polishing pens may be used by pupils to respond to and edit their own and each other's work.

### **Self-Assessment and Reflection**

Pupils should be given clear criteria or questions to help them evaluate their learning. Self-assessment should help pupils identify what they know securely and what they need to practise or improve. Teachers should model accurate self-assessment and address misunderstandings identified through it.

## **Formative Assessment / Responsive Teaching**

Formative assessment is used throughout teaching to identify what pupils know, understand and can do, and to inform the next step in teaching.

- Check prior knowledge through retrieval and questioning.
- Check understanding regularly during teaching.
- Use questioning and pupil responses to identify misconceptions and gaps.
- Use whole-class responses, mini-whiteboards, short quizzes, observation, discussion and work checks where appropriate.
- Adapt teaching through further explanation, modelling, scaffolding, guided practice or additional questioning.
- Check that pupils have secured the knowledge and vocabulary they should have acquired.
- Provide opportunities for pupils to practise, correct and improve.
- Revisit previously taught knowledge regularly to support long-term retention.

Assessment should answer three questions:

1. What do pupils already know?
2. What have they understood?
3. What do they need to learn or practise next?

When assessment identifies a misconception or gap, teachers respond promptly. This may involve immediate verbal feedback, further explanation, modelling, guided practice, pupil correction or Close the Gap teaching.

## **Type and Frequency of Written Feedback**

Written feedback will only be used when the teacher determines that it is the most effective and relevant form of feedback for the subject, lesson, pupil or context. It will generally be less frequent than verbal or live feedback.

Written feedback should be clear, current and actionable.

It should focus on the learning rather than correcting every error.

Teachers are not expected to correct every spelling, punctuation or grammatical error. Corrections should be selective and purposeful.

Spelling feedback should focus on key words or spelling patterns that pupils have already been taught or are currently learning. Pupils should practise identified errors in a way that supports learning; a blanket requirement to write each word three times is not expected.

Written feedback should model the school's presentation and handwriting expectations where appropriate. Purple pen is used for teacher feedback.

Green highlighting may be used to show that the learning objective has been seen or achieved/progressed towards. Pink highlighting indicates that pupils need to think, check or improve.

Pupils should be given an appropriate opportunity to respond to written feedback.

Success criteria for longer pieces of writing may be recorded in a table or other suitable format.

## Ashperton Feedback and Editing Conventions

| Convention                   | Meaning / use                                                                                                                                              |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Green highlighter            | The learning objective has been seen, achieved or progress has been made towards it.                                                                       |
| Pink highlighter             | A misconception, error or improvement point has been identified for the pupil to address.                                                                  |
| Purple pen                   | Teacher feedback.                                                                                                                                          |
| Green or pink polishing pens | Used by pupils for self-assessment, peer assessment, editing and improvement.                                                                              |
| CTG                          | Close the Gap is needed. The pupil receives further teaching or practice to address a misconception in knowledge or skill as soon as practicably possible. |
| SP                           | Spelling mistake. Use selectively, focusing on taught or relevant words/patterns.                                                                          |
| Sp x 3                       | Practise the spelling 3 times                                                                                                                              |
| P                            | Punctuation error.                                                                                                                                         |
| ?                            | Re-read the sentence carefully and check that it makes sense.                                                                                              |
| //                           | New paragraph.                                                                                                                                             |
| ^                            | Missing word.                                                                                                                                              |

## English and Mathematics Feedback

Teachers should maintain appropriate standards of English across the curriculum. Spelling, grammar and punctuation should be modelled and addressed selectively when this will improve pupils' learning and communication.

Teachers should also maintain appropriate mathematical accuracy across the curriculum. Where mathematical concepts such as graphs, ratio, proportion, measurement or calculation are used, teachers should model and reinforce accurate mathematical language, notation and methods.

## Monitoring and Review

Leaders will monitor the quality and impact of feedback through a range of evidence, including pupil voice, discussion with staff, lesson visits, work scrutiny, assessment information, curriculum reviews, work celebrations and internal moderation.

Monitoring will focus on whether feedback and formative assessment help pupils identify misconceptions, improve their work, secure knowledge and make progress, rather than on the quantity or frequency of written marking.

Curriculum Managers will ensure that subject-specific non-negotiables relating to feedback and presentation are kept up to date and shared with staff.

This policy will be reviewed as part of the ongoing monitoring of teaching and learning. Staff will receive appropriate support and development through induction, training, professional discussion and review of core strategies.

## Appendix 1: Marking and Editing Guide

The following conventions support consistency across the school. They should be used purposefully and do not replace professional judgement about the most effective form of feedback.

**Green highlighter:** The learning objective has been seen, achieved or progress has been made towards it.

**Pink highlighter:** A misconception, error or improvement point has been identified for the pupil to address.

**Purple pen:** Teacher feedback.

**Green or pink polishing pens:** Used by pupils for self-assessment, peer assessment, editing and improvement.

**CTG:** Close the Gap is needed. The pupil receives further teaching or practice to address a misconception in knowledge or skill as soon as practicably possible. There should be evidence of this intervention.

**SP:** Spelling mistake. Use selectively, focusing on taught or relevant words/patterns.

**P:** Punctuation error.

**?:** Re-read the sentence carefully and check that it makes sense.

**//:** New paragraph.

**Λ:** Missing word.

## Appendix 2: Formative Assessment and Retrieval – Quick Reference

Use these approaches flexibly. They are not a checklist and should not be added to lessons for their own sake. Choose the strategy that best checks the knowledge, vocabulary or skill pupils should have acquired.

**Immediate marking and Close the Gap:** Identify misconceptions during or after learning and respond promptly. This may be through verbal feedback, a correction in the pupil's book, or a short Close the Gap intervention, with the response recorded appropriately

**Questioning:** Use carefully chosen questions to check understanding, probe thinking and identify misconceptions. Questions should check the knowledge pupils should have acquired, not simply whether they can repeat a task.

**Show Me / mini-whiteboards:** All pupils give a response at the same time, allowing the teacher to see quickly who has understood and who needs further teaching.

**Four Corners:** Give four possible answers and ask pupils to move to or indicate the answer they think is correct. Use the responses to identify misconceptions and discuss why an answer is correct.

**Desk Signs:** Pupils use a simple two-sided sign or card to show whether they understand or need further explanation. This gives the teacher a quick whole-class check without stopping the lesson.

**Really?:** Present a statement or misconception and ask pupils to decide whether it is correct, then explain or correct it. This is particularly useful for exposing misunderstandings.

**Agree or Challenge:** Pupils agree with, challenge or improve another pupil's answer by correcting it, adding information or refining the explanation.

**Peer Teach:** Pupils explain or teach an idea, method or piece of knowledge to another pupil. Listening to the explanation helps the teacher identify how securely the knowledge has been understood.

**Hot Seating:** One pupil answers questions from peers about a topic, character, process or concept. Questions can be used to test recall and understanding.

**Think–Pair–Share / Weighted Oracy:** Give pupils silent thinking time before they explain an answer to a partner. They can then improve their response using more precise or subject-specific vocabulary before sharing again.

### **Retrieval and quick recall**

**Flashbacks / Fast Five / Fast Ten:** Begin lessons with a short recall of previously taught knowledge, vocabulary or skills. This may come from the previous lesson, an earlier unit or previous year groups.

**Regular quizzing:** Use short, low-stakes quizzes of a few focused questions to check what pupils remember and identify knowledge that needs revisiting.

**Multiple-choice quizzing:** Give several plausible answers rather than obviously wrong alternatives. This makes pupils think carefully and helps reveal misconceptions.

**Fill in the gaps:** Remove key words or pieces of information from previously taught content and ask pupils to recall what is missing. The task should focus on important knowledge and vocabulary.

**Fact Match:** Ask pupils to match related pieces of knowledge, such as people with their significance, dates with events, vocabulary with definitions or causes with effects.

**Heads Up:** Use cards containing key vocabulary, people, dates or concepts. One pupil describes the card without saying the word while others identify it, requiring pupils to retrieve and explain knowledge.

**Quiz, Quiz, Trade:** Pupils use question-and-answer cards to quiz one another, coach each other where necessary and then swap cards. Repeated retrieval is valuable for securing knowledge.

**Just a Minute:** A pupil has one minute to recall as many accurate facts as possible about a topic while a partner or the class counts them. This encourages fluent recall and exposes gaps in knowledge.

**Spill It:** Pupils write down as much as they can remember about a topic for a short period, then check and correct their recall against the knowledge and vocabulary they should have acquired.

**Fact / Vocabulary Bingo:** Pupils have key words, people, dates or concepts on a bingo card while the teacher gives definitions or clues. Pupils identify the matching item, reinforcing recall.

**Write the Question:** Give pupils a fact, name, date or piece of vocabulary and ask them to create the question that would produce it as the answer. This checks whether they understand the significance of what they have recalled.

**Mark My Test:** Give pupils a short set of questions with a mixture of correct and incorrect answers. Pupils identify, mark and correct the errors, requiring them to compare an answer with what they know.

**Summarise:** Ask pupils to summarise what they have learned verbally or in writing. Varying the required length can encourage pupils to select the most important information and reveal gaps in understanding.

### **Checking knowledge through application**

**Labelling / Ordering:** Ask pupils to label a diagram, map or image, or put events, stages or processes into the correct order. This checks accurate recall and connections between pieces of knowledge.

**Analyse This:** Use an image, source or example from a previous topic and ask pupils questions that require them to recall and apply what they have learned, such as chronology, cause or process.

**Application tasks:** Ask pupils to use previously taught knowledge to explain, solve, compare, justify, classify or make a prediction. Application shows whether knowledge can be used beyond simple recall.

**What's the Question?:** Give pupils an answer such as 'mummification' and ask them to formulate the question that would lead to that answer. This checks both recall and understanding.

**Ticket Out the Door / Exit Question:** Before leaving a lesson or at the end of the day, ask pupils to state or write one important thing they have learned, or answer a final focused question. Use responses to decide what needs revisiting.

**Learning Journey Recall:** Use previous learning journeys or curriculum records to help pupils revisit what they have learned in earlier units or years and make connections between new and prior knowledge.

### **Digital and homework approaches**

**Digital quizzing – Kahoot, Socrative or similar:** Use digital multiple-choice, true/false or short-answer quizzes when they add value. Whole-class responses can be reviewed immediately so misconceptions can be addressed.

**Seesaw / digital responses:** Use digital platforms where appropriate for quick questions, feedback, retrieval or homework. The purpose should remain checking and improving learning rather than creating additional workload.

**Home multiple-choice quizzes:** Use short quizzes at home to revisit important previously taught knowledge. These can be completed with parents or independently, with answers available so pupils can check their understanding.

**Rethink Homework:** Use some homework to retrieve and revisit important knowledge from previous topics rather than always reinforcing the content currently being taught.

**PE, Music and PSHE video assessment:** Where appropriate, record practical performance so pupils can watch, discuss and assess their own or others' work. This can develop both subject understanding and speaking and listening.

**Tick It, Explain It:** When pupils develop a practical skill, they can record that they have achieved it and briefly explain what they have learned or can now do. This combines reflection with assessment.

## Principles for Effective Retrieval and Formative Assessment

Keep activities short, purposeful and low stakes.

Use retrieval to strengthen memory and to identify what needs reteaching.

Do not use retrieval activities simply to fill time.

Address misconceptions when they are identified.

Use what pupils say, write or demonstrate to adapt teaching.

Revisit important knowledge at increasing intervals.

Ensure questions require pupils to retrieve and use knowledge rather than simply recognise it.

Where pupils self-mark or peer-mark, provide accurate answers or models so that errors are not reinforced.

## The Ashperton Responsive Teaching Cycle

Assess → Identify → Respond → Check again

- Assess: check what pupils know and understand.
- Identify: pinpoint gaps, misconceptions or insecure knowledge.
- Respond: reteach, model, question, scaffold, practise or provide feedback.
- Check again: establish whether the pupil has now understood or secured the learning.