



MARKING AND FEEDBACK POLICY

Date of Adoption:	May 2024
Reviewed date:	May 2025
Next review date:	May 2026

Introduction

At The Bridge School, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful, manageable and motivating
- provide specific guidance on how to improve in the longer term.

Key Principals

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Therefore, marking will:

- inform the pupil of what they have done well, and what their next steps are
- support pupils' confidence and self-esteem
- support teachers' assessment and help to inform/refine future planning
- link specifically to the learning objective

This policy will help ensure a consistent approach across the school with regards to marking and feedback.

There are 2 different types of marking that occur during teaching and learning at The Bridge School. Verbal feedback will also be given to pupils within the lesson, which is instant and at the pupils' level of cognitive understanding.

- 1) **Light marking** – this is where teachers will write a sentence linking the feedback to the learning objective. Teachers will also state whether the work was independent (I), or whether the pupil required light support (S1) or full support (S2). Light marking will be recorded on every piece of work that goes in pupils' books. This marking is written in green pen (green for 'good').
- 2) **Developmental marking** – this also includes a pupils' next steps. Each pupil will have one or more next step for Maths and English per week. This marking is written in pink pen (pink for think).

Evidence for Learning

We have implemented Evidence for Learning as a tool to capture the learning journey of pupils. Staff upload photos and videos of pupils' learning, with annotations to describe progress against learning objectives including EHCP and IEP targets. Staff also capture evidence against the 5 levels of engagement through the indicators. This helps inform next steps and teachers' planning.

Supply Teachers

Supply teachers are expected to mark to the criteria set out in this policy. Supply teachers should initial any work they mark.

Managing Staff Marking

It is the responsibility of the teacher to ensure their marking, and the marking by staff that they deploy to work with their pupils, is of high quality. Short-term supply teaching assistants are not expected to mark work, but are expected to feed back to the teacher on the pupils' learning within the lesson. Long-term supply teaching assistants are expected to mark work, and will be supported to do so by the class teacher.

Monitoring

The Senior Leadership Team with support from the middle leaders, are responsible for monitoring the implementation of this policy. Book looks happen regularly and individual feedback is given to teachers. Virtual monitoring for Evidence for Learning also happens regularly.

Example of a Pre Formal Observation/Recording Sheet

IEP TARGET: MY COMMUNICATION AND INTERACTION
IEP TARGETS: MY COGNITION AND LEARNING
IEP TARGET: SOCIAL, EMOTIONAL & MENTAL HEALTH: MY INDEPENDENCE AND WELLBEING
IEP TARGET: MY SENSORY AND/OR PHYSICAL NEEDS
Learning Target (Pre formal/Semi formal level)
ESSENTIAL INFORMATION e.g individual programmes/behaviour for learning/positioning/communication

Learning Objective / Activity description																										
Date	Target a-d	1= No focus 2= Low and minimal levels- emerging/fleeting 3= Partly sustained 4= Mostly sustained 5= Fully sustained																								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				

Engagement Model & Scale		Final Score for Assessment:	Interim	End of Term (please circle)																				
Please see 5 Areas of Engagement Document																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Exploration					Realisation					Anticipation					Persistence					Initiation				

Example of a Semi-Formal Observation/Recording Sheet.

Name _____ Term _____ Subject _____

		IEP Target Focus																								
a																										
b																										
		Learning Targets (Semi formal levels)																								
c																										
d																										
		ESSENTIAL INFORMATION e.g individual programmes/behaviour for learning/positioning/communication																								
Learning Objective / Activity description																										
Date	Target a-g	1= No focus 2= Low and minimal levels- emerging/fleeting 3= Partly sustained 4= Mostly sustained 5= Fully sustained																								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				

		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		Exploration					Realisation					Anticipation					Persistence					Initiation				

EYFS Annotation/Observation Sheet

The Bridge School							
IEP Targets:			Learning Styles:				
			Active Learning	Creative and thinking creatively.		Playing and exploring	
			Engagement:				
			Anticipation	Persistence	Initiation	Exploration	Realisation
Assessment Pathway Targets			Observations linked to characteristics of learning/ engagement profile:				
Communication Essentials							
PSED	My Communication and Language	My Physical Development	English	Maths	Scientific Technologies and Understanding the World	Creative Arts	

Term: N1 N2 Rec Y1

