Mithian School Feedback and Marking Policy

Why is feedback and marking important?

Effective feedback helps pupils understand their next steps in learning, address misconceptions and make progress. Feedback may be verbal, written or whole class (following an independent write for example.) Teachers prioritise feedback that is **meaningful**, **manageable** and **motivating** to pupils.

Core Principles

- Feedback should improve pupil learning, focussing on **foundational skills** and the **enquiry question** for that lesson
- Feedback should be **timely**, so that is meaningful for pupils when they receive it
- Feedback should be **age-appropriate**
- Pupils will have **dedicated time** in the school week to respond to feedback
- **Not all work** requires written marking
- Teachers use professional judgement in knowing **how, when and where** to mark

Assessment Feedback using Lesson Information Sheets

Most lessons will have introduction sheets which identify the date the lesson was undertaken, the Enquiry Question, a Self-Assessment for the pupils to complete and a Teacher Assessment (TA) using a 1, 2, 3 grading system.
The system numbers are as follow:

1- exceeding expectations (GDS)
2- expected standard met (at N.A.R.E for *that point in the academic year*)
3- needing extra consolidation or support (WTS)

It is therefore expected that most work will be marked as a **2** in the TA box with some pupils in some work achieving a **1.** Where pupils are consistently achieving a **3** teachers should either provide extra **scaffolding** to support that pupil to move towards a **2** or there should be some form of intervention or support from a teacher or teaching assistant. *Pupils with SEN may have a separate intro sheet.*

Wednesday 17th September 2026	Self-assess:	TA	2
Mathematics Can I add fractions with different denominators?			

Symbols and Marking

All teacher marking should be undertaken with a purple pen.

All teaching assistant marking should be undertaken with an orange pen.

All pupil response to feedback/editing should be undertake with a green pen.

Marking should always focus on **foundational skills** (e.g. capital letters for proper nouns) or the **enquiry question for that lesson.**

Teachers should use the following symbols as part of their marking:

General Marking Symbols

I – Pupils undertook this work ***independently*** (This is **assumed** as long as pupils do not have **'S'** used earlier in their work)

S - Pupil had some level of ***support*** in order to undertake this work

V - Teaching staff gave ***Verbal Feedback*** on this learning

✓ - correct

● - incorrect

ST - a ***supply teacher*** taught this lesson

H - ***handwriting and general presentation*** is not up to expected standard

FS - there is a ***foundational skills*** error. This should be followed by a teacher correction or planned intervention elsewhere

Writing-Specific Symbols to be used *in addition* to the above symbols

GR - there is a/are ***grammatical error(s)***

SP - there is a/are ***spelling error(s)***

P - there is a/are ***punctuation error(s)***

^ - there is/are ***missing word(s)*** which mean this does not make sense

// - a new ***paragraph*** is needed here