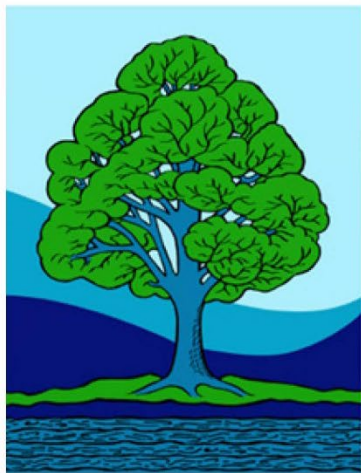




Rivertree Free School

Dream • Discover • Develop

Article 2: *All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

Marking & Feedback Policy

Policy Status: Statutory

Review Cycle: 2 Years

Owner: Headteacher

Date: October 2026

Approved by: SLT

Date: October 2026

Review Date: October 2028

Rationale

At Rivertree Free School, we use the term *feedback* rather than *marking* because the focus is on improving learning and progress, not simply recording outcomes. We aim to ensure that all pupils' work is reviewed and that feedback helps pupils move learning forward, develop confidence, raise self-esteem, and engage in self-assessment. Consistent feedback practices across the school support a shared approach to teaching and learning.

Philosophy

Feedback is an integral part of effective teaching and learning. It enables teachers to celebrate success, address misconceptions, identify next steps, and support pupils in becoming reflective learners. Feedback should relate to learning objectives and success criteria, informing future planning, assessment, and intervention where necessary.

Core Principles

Feedback should:

- Benefit the pupil by recognising success and identifying next steps.
- Appropriate to the curriculum pathway the pupil is following
- Be linked to learning objectives, success criteria, and individual targets.
- Include both verbal and written feedback where appropriate.
- Be regular, timely, and manageable for staff.
- Focus on strengths before areas for development.
- Provide opportunities for pupils to reflect, respond, and improve their work, where appropriate.
- Inform future teaching, planning, and intervention.
- Be applied consistently across the school.
- Be clearly understood by staff, pupils, and parents.

Purposes of Feedback

Feedback is used to:

- Celebrate effort, achievement, and progress.
- Provide clear guidance on how learning can be improved.
- Support pupils in evaluating their own learning.
- Identify pupils requiring challenge or intervention.
- Inform assessment, moderation, and curriculum planning.
- Support communication with parents about progress.

Organisation and Expectations

During Lessons

- Feedback should be given during learning wherever possible through **live marking** and verbal feedback.

After Learning

- Work should be reviewed promptly, ideally with the pupil present.
- Feedback should be clear, specific, and linked to learning outcomes.
- Generic comments such as "well done" should be avoided in favour of specific praise linked to learning.
- Next steps should be identified where appropriate, often through a question or challenge for pupils to respond to.

Progress and Support Codes

Progress Towards Learning Outcomes

Code	Meaning
NA	Not Achieved
PA	Partly Achieved
A	Achieved

Level of Support

Code	Meaning
I	Independent
LLS	Low Level Support
MLS	Medium Level Support
HLS	High Level Support

Type of Support

Code	Meaning
PP	Physical Prompt
GP	Gestural Prompt
VP	Verbal Prompt

Marking Expectations

- All work should be marked in line with this policy.
- Feedback should focus primarily on the learning objective and success criteria.
- Literacy errors should be addressed sensitively and appropriately to the pupil's needs.
- Phonics strategies should be used across the curriculum to support spelling development.
- Pupils should be given opportunities to act upon feedback and make corrections.

Monitoring and Evaluation

Teachers are responsible for the quality and consistency of feedback. Where LSAs contribute to feedback, teachers must monitor its effectiveness and impact. Regular moderation, work scrutiny, lesson observations, and assessment systems will be used to ensure feedback remains consistent and effective across the school.

Success Indicators

The effectiveness of this policy will be demonstrated through:

- Improved pupil attainment and progress.
- Positive feedback from pupils, parents, and staff.
- Consistent implementation across the school.
- Pupils' understanding of their learning goals and next steps.

Appendix 1: Standardised Learning Ladders which will be used (selected for pupil need)

- Comments will be written beside or below work
- Statements achieved can be ticked or highlighted yellow
- Statements not achieved will be left blank
- If the task/work is saved to Evidence Me rather than in a workbook, please circle/write EM and date the Learning Objective for cross reference.

Example:



easy

	 Name:	 Date:	EM
WALT:			
Success Steps		Support	Progress
		I/LLS VP	NA
		MLS PP	PA
		HLS GP	A



easy

	Name:	Date:	EM
WALT:			
Success Steps		Support	Progress

W.A.L.T: interpret and explain features of poetry	
How did I do?	Support I had
I can tell you what a poem is	I
I can discuss that synonyms are words that mean the same	LLS
I can find adjectives in a more complex poem.	MLS
I can think of some synonyms for the adjectives I find	HLS
Challenge: I can use a thesaurus to find more interesting synonyms.	



W.A.L.T: ...	
How did I do?	Support I had
I can ... (links to Steps, and EHCP targets where possible)	I
I can ...	LLS
I can ...	LLS
I can ...	MLS
Challenge: I can ...	

