NEW SEAHAM ACADEMY

FEEDBACK AND MARKING POLICY 2026/2027

Purpose

The purpose of this policy is to:

- create a consistent approach for marking and feedback across our school
- help staff, pupils and parents/carers to know what to expect regarding marking and feedback
- ensure that marking and feedback adds value and justifies the time and effort spent on it by staff
- outline roles and responsibilities regarding completing, monitoring and responding to marking and feedback
- take into consideration suggestions and guidelines from the Department for Education and other professional bodies
- describe the support in place for staff to ensure they understand the expectations regarding marking and feedback and feel supported to meet these
- clarify the school's approach to specific aspects of marking and feedback

New Seaham Academy is committed to embedding assessment for learning at the heart of teaching and pupil achievement in order to have the maximum impact upon pupil learning.

We have a responsibility to provide learning experiences that… give every child the opportunity to succeed.

Feedback and Marking Policy Rationale

At New Seaham Academy, we understand that effective feedback is an integral part of the teaching and learning, and we aim to maximise the effectiveness of its use in classroom practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation (EEF) emphasises that effective marking and feedback should be timely, purposeful, and focused on moving learning forward.

The EEF 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated a number of ways to provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating.

This considered, at New Seaham Academy feedback can take the form of spoken and written responses, peer marking and self-assessment. Pupils need to be given time to process and reflect on feedback as well as opportunities to act upon this.

At New Seaham Academy, children learn by connecting new knowledge with existing knowledge. They develop fluency (substantive knowledge) and apply their knowledge as skills (disciplinary knowledge). Content is broken down into components and sequenced in a logical progression. Teachers assess children across the curriculum based on whether they know more, remember more and can do more. Assessment in the foundation subjects is also a high focus for us at New Seaham Academy. We assess pupils' skills across the whole curriculum so that we can ensure that our children have the best possible foundations to build on.

At New Seaham Academy, effective assessment for learning will involve:

- **Retrieval Practice (1)** – please refer to the Retrieval Practice section below.
- **Sharing learning objectives** – so children know clearly what they are learning in a language suitable to their age and stage.
- **Identifying success criteria** - which will make the children effective, independent learners.
- **Questioning** - to identify children's understanding and address misconceptions.
- **Observation** – monitoring children's learning and progress.
- **Discussion (Oracy)** – in a variety of individual, paired or group situations.
- **Immediate feedback/ 'Live marking'** – immediate feedback (oral or written) informing the children of their progress at the point of teaching.
- **Marking and feedback (2)** - please refer to the Marking and Feedback section below.
- **Peer assessment** – children assessing the work of their peers.
- **Self-assessment** – children assessing their own work.
- **Target setting** – clear personalised targets for every child.
- **Curriculum Overviews** – whole year overviews showing the essential knowledge for each child per year, fixed at the front of books.
- **Tracking** - effective monitoring of children's progress to help with the allocation of staff and resources.
- **Pupil Progress Meetings/ Class Action Plans** – class teachers will meet regularly with the appropriate SLT member to discuss the progress of each child in their class/target group. Class teachers will draw up termly action plans based on class data to review provision.

1. Retrieval Practice

The main purpose of retrieval practice at New Seaham Academy is to reflect the aspiration that all pupils become increasingly aware of the importance of revisiting their learning and can identify the concepts which have been delivered, along with an increasingly deep knowledge of what has been taught.

Retrieval practice supports our pupils with developing a deeper understanding of their knowledge in each subject so they can analyse content and make links between concepts.

How do we do this at New Seaham Academy?

Embedded in teachers' planning and using the schemes of work, retrieval practice is used to identify how much of what has been taught has been retained in pupil's long-term memory. The resources that we use are designed to support with this and are intended to be used as a low stake learning strategy, not a test! This allows our pupils to reflect on their areas of strength and identify the gaps in their knowledge where additional practice would be beneficial.

Some of the ways which we allow pupils to demonstrate what they know and have retained are listed below:

➢ Brain dumps ➢ Cops and robbers ➢ Think, pair, share
➢ Revision clocks ➢ Kahoot ➢ Two things
➢ Retrieval cards ➢ Plenary grid ➢ Retrieval relay race
➢ Retrieval pyramids ➢ Mark my quiz ➢ Flash backs
➢ Memory maps ➢ Curriculum Assembly

Please refer to the guidance at the end of this document for an outline of all the activities listed above. This is not an exhaustive list and as more tools become available, they will be added.

Each class home learning project will also be linked to a previous topic they will have studied to further support their retrieval practice at home.

2. Marking and Feedback in practice

All children's work will be seen and acknowledged by teachers as soon as possible.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to inform and adjust their teaching. Effective marking and feedback is an important part of the learning process which can be:

1. Immediate oral or written feedback ('Live marking') – at the point of teaching
2. Summary feedback – work is marked at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback 'Live marking'	• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Sometimes given verbally to pupils for immediate action (i.e. addressing a misconception or to provide further challenge) • May involve use of an adult to provide support of further challenge • May re-direct the focus of teaching or the task for a small group or whole class.	• Lesson observations • Learning walks • Book monitoring • Pupil discussion
Summary feedback	• Marking which takes place at the end of a lesson or activity • Often involves whole class • Provides an opportunity for evaluation of learning in the lesson • May sometimes take form of self or peer-assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations • Learning walks • Some evidence of self-assessment and peer-assessment in books • • Quiz and test results may be recorded in books or logged separately by the teacher

Next lesson feedforward	• Time given for children to complete consolidation task or challenge activity • Time given for children to address editing points independently or through verbal feedback with an adult or peer • Independent application of skills task e.g. through problem solving and reasoning questions	• Lesson observations • Learning walks • Evidence in books of pupils editing and redrafting their work in coloured pencil
Summative feedback	• End of unit quiz or test to check understanding	• Book monitoring • Lesson observations • Learning Walk • Test/Quiz scores

ALL members of staff must use the following marking guide to support them in sharing feedback effectively with children as part of the learning process.

Marking Guide

Red pen used for feedback across the school.

All staff should ensure their marking is neat and representative of the high expectations of presentation we have of pupils.

	L.O. Achieved
Comment	If appropriate, teacher leaves a comment – including 'quality marking'
'Challenge' or 'Ch'	Additional Challenge given
TS	With support from the class teacher or other adult
VF	The pupil received verbal feedback during the lesson to support their learning
I	Independent working
'Paired'	Paired work with a peer
	Verbal feedback
	Insert a finger space between words
CL	Capital letter/s needed (Can be written in the margin for the pupil to locate independently)
	Full stop needed (can be written in the margin for the pupil to locate)
OR ?	Underline in wavy pen where a sentence doesn't make sense OR write *?* in the margin for the pupil to locate the error independently (KS2 / where appropriate)
^	Indicates a missing word / Insert word here
//	Start of a new paragraph needed
_____ OR ***sp***	Underline incorrect spelling (Correct spelling written on top) OR write **sp** in the margin for the pupil to locate the error independently
•	Incorrect answer in maths

Early Years

Marking and Feedback in the Early Years

Marking and feedback in the Early Years may be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion.

Appropriate methods for marking and feedback in Early Years are:

- Regular praise and encouragement using school reward systems (house point stickers for e.g.) to celebrate the children's achievement.
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk to their peers and teacher about their learning. Annotation of photographs
- Written observations
- Written feedback will be used if appropriate.

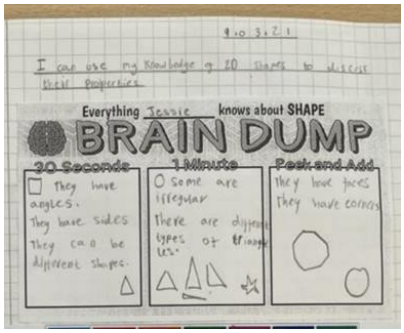
Over time, Reception children are also taught and encouraged to self-evaluate and peer-assess their learning by identifying their own and their peers successes and thinking about how they can improve their work. In Reception, this might start by identifying their best attempt at writing a newly taught letter/sound or praising a peer for work shown as a good example.

RECEPTION

Red pen used for feedback across the school	
Symbol	Meaning
	Highlight Green 'I can' statement green to show achieved.
	Highlight Pink 'I can' statement green to show working towards
Annotations given Quotation used to give exactly what children said during activity.	
Margin Marking - Level of support given to follow Key Stage 1 and 2 Symbols	

Examples of retrieval practice

Brain dumps



Write down everything that you can remember.

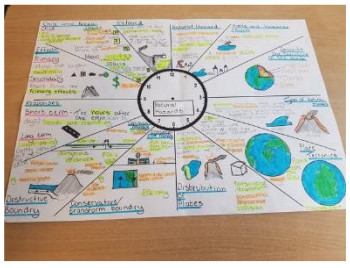
- Pause lesson
- Ask pupils to write down everything they remember about a certain topic
- Continue on with lesson

Keep them as low stakes assessment; don't use them as a formal assessment tool.

Think, pair, share: complete following a Brain dump

- Think stage = writing in the brain dump • Pair = turn to your partner, get put in pairs
- Share = ask pupils....
- Is there anything in common that we wrote down?
- Is there anything that neither of us remembered but now
- we know?
- Did any of us write down misinformation?
- Why do you think you remembered what you did?

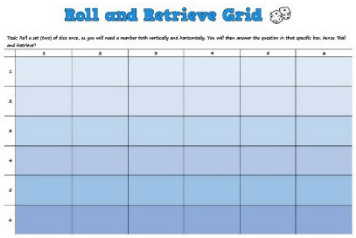
Revision clocks



A template to provide 12 mini brain dumps where pupils get 5 minutes to write as much as they can from memory about a specific topic.

If you use two colour pens, you can see any additional notes that they have added after the initial completion.

Roll and retrieve



A 6 x 6 grid with questions in the box. Roll dice twice to get the box number and then answer the question.

Weekly quizzes = low stakes activity. Keep questions to a maximum of 5.

Two things: At any point in a lesson, stop and have the pupils write two things connected to a topic and then move on. Examples include:

- What two things did you learn today?
- What are two things you learnt last lesson? Last week? Last unit?
- What are the two most exciting things you have learnt in these lessons?
- What are two things you would like to know more about?
- What are two examples from your own life you relate to todays lesson?

Retrieval cards: Pupils record the tier 3 terminology for the definitions given

…… = A number divisible by itself and 1	…… = A product
…… = The product of a number multiplied by itself	…… = Word used to describe the number which is used to divide

Complete the table in stages:

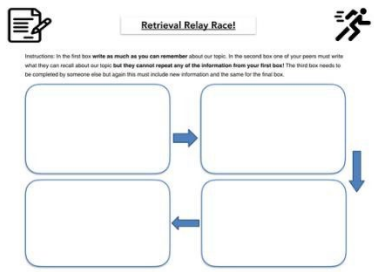
1) Pupils to think about what they know and star / smiley face it. Put a ? In the boxes for the ones which they don't know.
2) Answer all the starred / smiley face ones.
3) Use books or talk partners to answer the ones that you don't know.
4) Check all are correct.

Plenary grid

	1	2	3	4	5	6
1	Explain what you learnt in the lesson today.	How does this topic link to another subject?	What would you do differently next time?	What is your target for next lesson?	Can you list three key words from today's lesson?	How do you know you have progressed?
2	What question(s) do you still have?	Why do you think we are learning about this topic?	What did you enjoy about the lesson today?	What went well today for you?	Did you achieve any targets today?	Which of the traffic light colours would you use to describe your understanding of the lesson?
3	What skills have you developed this lesson?	When do you think today's lesson will help you?	How did you learn today?	What do you feel confident about?	Is there a key fact or point you must remember from this lesson?	Has anything inspired you today?
4	Describe the lesson using three adjectives.	Sum up the lesson in a sentence.	How could today's lesson be improved?	Did you make any mistakes today that you can learn from?	What is the most important thing you have found out in the lesson?	What was your contribution to the lesson?
5	Is there anything you did not understand in the lesson today?	Have you learnt something new this lesson?	Did you work develop any of you literacy and/or numeracy skills today?	What has really stuck with you today?	Did you try your best today in the lesson?	Where does today's lesson fit into the whole topic, what is the bigger picture here?
6	What do you need to practice more?	Did you know anything before the lesson that helped you today?	How can the teacher help and support you more next lesson?	What was the most challenging part of the lesson for you?	How would you describe your level of effort for this lesson?	What has been your greatest success today in the lesson?

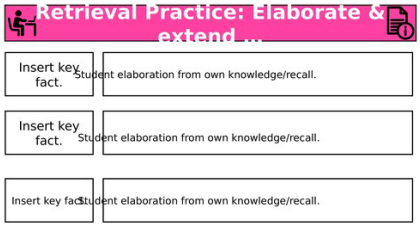
Roll a dice twice and using the numbers, answer the question in the box.

Retrieval relay race



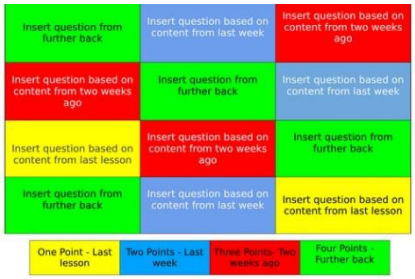
Pupils write as much as they can in the first box about the topic. Then they ask a peer but cannot repeat any information. Same for the third and fourth boxes.

Elaborate and expand



Insert a key fact and ask pupils to elaborate upon this.

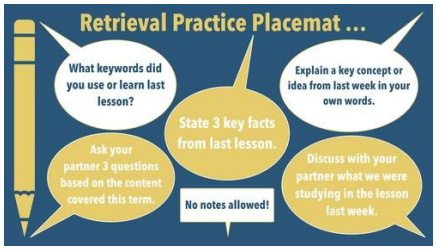
Retrieval grid



White boxes are questions from the lesson previous and score 1 point

Coloured boxes are questions from lessons/ units before and are worth 2 points

Retrieval practice placemat



Have these accessible for pupils when you stop a lesson or they complete tasks

A to Z = Provide pupils with an A to Z sheet upon which they find key words and themes in the topic starting with the letters A to Z.

Throw back Thursday / Flashback Friday: 10 questions based on the lesson content from that week or earlier.

Tell me what you learnt	
Last lesson	Last week

Last term	Last year

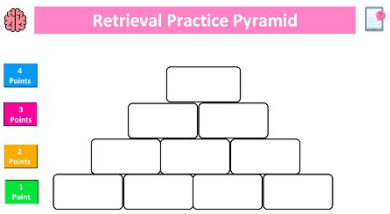
Retrieval starters

Cops and Robbers

Pupils write what they know in the first box and then steal ideas from their peers to complete the second box.

Key word spotlight

Retrieval pyramid



Power tickets: a tool to develop and incorporate retrieval, spacing, interleaving and feedback. What did we talk about.....

	Today	Yesterday	Last week	Last month	Last term
First fact					
Second Fact					
Third fact					

Mark my quiz: Provide a quiz with a mix of correct and incorrect answers already populated. Pupils to mark and explain what is incorrect and why