

Juniper Hill School

# Feedback and Marking Policy



*Kindness Enjoyment Achievement*

Updated in September 2025

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We aim to support everyone in our Juniper Community to achieve their best. Feedback is an essential part of supporting children with their learning. It enables children to reflect on their work, address misconceptions, deepen their knowledge and celebrate their achievements. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking.

## Values

- 🏠 We believe in the importance of **community**, where people from all races, religions and cultures work together.
- 🏠 We value **independence**; we encourage children to work independently and take ownership of their learning.
- 🏠 We promote **creativity**; children are invited to present and record their work in different ways.
- 🏠 The children are encouraged to take risks with their learning and to have the **courage** to be adventurous learners.
- 🏠 We teach the children the importance of **respect**; to take care over their work, respect their books, school equipment and to present their work to the best of their ability (Appendix B).
- 🏠 We encourage the children to show **curiosity**; to try out their own ideas and to have the confidence to try new things.

## Aims of Feedback

- 🏠 To encourage children to progress and achieve their learning goals
- 🏠 To provide children effective feedback on their learning
- 🏠 To enable children to celebrate success
- 🏠 To achieve a consistent approach to feedback across the school
- 🏠 To form part of the formative assessment procedures
- 🏠 To inform future planning
- 🏠 To allow staff to reflect upon the curriculum content and coverage

## Objectives of Feedback

- 🏠 To relate to the learning objective of the lesson, to be specific, accurate and clear
- 🏠 To assess the learning gaps and misconceptions, so these can be addressed during the lesson and where necessary in subsequent lessons
  - 🏠 To provide challenge and to extend the children's learning
  - 🏠 To develop children's ability to self-evaluate and peer-evaluate their written learning

## What is Teacher Feedback?

Feedback can come from many sources: teachers, LSAs, peers, pupils themselves or parents. This policy focuses on teacher feedback. The EEF (Education Endowment Foundation), *Teacher Feedback to Improve Pupil Learning Guidance*, states that feedback can:

- 🏠 focus on different content;
- 🏠 be delivered via different methods;
- 🏠 be directed to different people;
- 🏠 be delivered at different times.



### Teacher feedback to improve pupil learning

[https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)

The teachers consider the 3 main principles of teacher feedback to improve pupil learning as recognised by the EEF when planning lessons, namely:

- 🏠 Lay the foundations for effective feedback
- 🏠 Deliver appropriately timed feedback that focuses on moving learning forward
- 🏠 Plan for how pupils will receive and use feedback

## How we give feedback

While the purpose of feedback remains consistent across all years at Juniper Hill School, the type of feedback given will vary depending on the age of the children, the lesson/subject being taught and potentially the nature of the task. In EYFS and the first term of Year 1, feedback is immediate and verbal, as very young children benefit little from feedback given at a later time.




### **Different types of feedback**

The two main types of feedback we use at Juniper are **verbal** and **written**.




At Juniper we believe that feedback is most effective when it is close to the point of learning and, as such, we value verbal beyond written feedback. Whilst written feedback has its place, it should be used sparingly/selectively and only when it adds real value: feedback should not be "for show" but should always specifically aim to move learning forward.

We also use peer marking/feedback to help children learn from each other and to encourage children to share ideas and take more responsibility for their work. Our teachers always oversee this process to make sure feedback is fair, respectful and supportive so that it helps build confidence and collaboration.

#### Verbal Feedback

-  **Immediate** ("in the moment") taking place during a lesson with individual, groups or whole class
-  **Responsive** (catch-up): taking place after the lesson - can be delivered by an LSA/teaching assistant based on guidance from the teacher
-  **Summary** (feed-forward): takes place during the following lesson (e.g. as a result of misconceptions identified during Surface Marking)

#### Written Feedback

-  **Live Marking:** work is marked in the lesson with the children, the children will use a purple pen to mark their work (e.g. immediate whole-class Maths marking)
-  **Surface Marking:** the work conveys information to the teacher on how well the children have understood the learning; this helps inform future planning/can feed forward into Morning Work/While I'm Waiting (WIW) tasks and even next lessons
-  **In-depth Marking;** principally, the work is marked against the learning objective (√√) albeit other aspects can be celebrated too e.g. other features of I'm a Clever Writer previously covered (√) - symbols are written on the children's work (written comments are used sparingly).

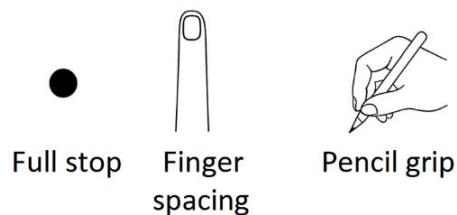
All teachers will mark in green and the children will mark their work in purple.

The school does not specify the type of feedback that should be given in different lessons. As a school, we trust the teaching staff to use their professional judgement to decide when is the right time to provide verbal or written feedback; this should be based on what will have most impact on the children's learning and progress.

**All homework will be marked as a class or surface marked ; homework is not marked in-depth.**











## Feedback Guidance for EYFS and the Autumn Term in Year 1

- 🏠 Verbal feedback will be the most frequently used form of giving feedback to the children, especially during adult led activities.
- 🏠 To support the class teacher's assessments on individual children all pieces of work are to be dated and indicate if the work was carried out Independently (I) or with some support (SS) or fully supported (S)
- 🏠 All pieces of work need to indicate if the piece of work was:
  - ~ Adult led (AL): this is where an adult has sat with the child/children and led an activity.
  - ~ Adult Directed (AD): this is where children have completed an activity under the instruction of an adult
  - ~ Child Initiated (CI): this is where a child has chosen to do an activity
- 🏠 In EYFS, adults may refer to certain symbols where necessary to guide children to include certain skills in their work:



- 🏠 The children will start to use purple pen to edit in their phonics lessons from the red ditty books onwards

## Feedback Guidance for Years 1 – 6

-  When giving immediate verbal feedback VF will be recorded in the child's book; this acts as an aide-mémoire.
-  When appropriate, opportunities identified during immediate verbal feedback that would/could benefit the whole class should be taken e.g. if you identify that a child is forgetting to include a comma after a fronted adverbial, then get the whole class to quickly check there and then, or if a child has varied their noun references effectively, share examples with the rest of the class and encourage them to look for opportunities to do so themselves there and then.
-  A double tick √√ will be used to show where the child has shown evidence of meeting the learning objective.
-  A single tick √ will be used to acknowledge and celebrate other aspects (beyond the success criteria for that specific lesson) of effective writing that deserve merit such as other features of I'm a Clever Writer previously covered.
-  Star Writes are marked by highlighting against the age related "I'm A Clever Writer" stickers – a green highlighter will be used to indicate where the child has shown evidence of meeting any of the age-related learning objectives.
-  Symbols/acronyms are used to direct pupils to mistakes or to prompt a response to feedback – see Appendix A. These are to be used as appropriate to the learner e.g. an able pupil may be able to respond to a green dot left in the margin which informs them that there is an error of some kind on that line – in this case, they need to review the writing on that line, identify the error and correct it. This may be beyond a less able/younger learner, who may need further support in identifying the error; in this instance, rather than the green dot being placed in the margin, then a specific symbol/acronym could be used to inform them of the nature of the error e.g. CL for capital letter or P for punctuation. In some instances, where a sentence does not make sense/is grammatically incorrect, then it should be identified with a green undulating line and accompanied, if it's an easy-fix (e.g. key word for sense omitted), by DMS (Doesn't Make Sense) or HAG (Have Another Go) if it needs totally re-working/re-constructing.
-  Time must be provided/built into the working day to allow for children to respond to feedback e.g. children use purple pen to edit/refine and respond.
-  When chosen, Surface Marking is used to harvest common misconceptions – these are to be carried forward to be worked upon as soon as possible e.g. morning work/next lessons.
-  Written comments, when used, should be used sparingly and ideally to provide praise and encouragement.
-  Smiley faces and stickers will be used to celebrate success and praise and motivate the children.

## Appendix A

### Symbols/acronyms to support marking











- VF Indicates that verbal feedback has been given
- Indicates a correction of some kind is required on that particular line
- CL Capital letter issue on that line – requires correction
- T Indicates there is a tense issue on that line e.g. tense not sustained
- Sp Spelling error on that line – requires correction (use selectively/not exhaustively)
- P Punctuation lacking/error on that line – requires correction
- FS Full stop missing
- DMS Does Not Make Sense – requires correction
- HAG Have Another Go – sentence needs re-working/re-constructing
- // Indicates a new paragraph needs to be started – requires correction



Finger spacing required

## Appendix B

### Best Presentation

-  The children write the date in all books to the left of the line/page.
-  The objective of the lesson is written neatly under the date – this will, however, be dependant upon a child's ability (e.g. Y1/SEN) where support may ne required. With regards to English, the learning objective is incorporated as part of the success criteria slip which is stuck in so as to allow time for responding to feedback.
-  The date and leaning objective are underlined in pencil or pen.
-  Clear attractive presentation is to be expected throughout the school.
-  Children will begin work in pencil, but pens will be available for experimentation. Work in pens should be gradually introduced in handwriting lessons in Lower Key Stage 2. Once children have achieved a good cursive style they will be expected to use blue pens in all lessons, except for Maths.
-  In Maths, children should use pencil only and all calculations should be laid out as clearly as possible with one digit per square.
-  If children make a mistake the word should be crossed with a single, ruled pencil line.
-  When needed, all margins should be drawn in pencil.
-  Lines should be drawn with rulers using pencils
-  In Key Stage 2, line guides should be used with plain paper.