



## Marking & Feedback Policy

Reviewed: November 2025

Review Due: November 2026

This Marking and Feedback policy sets out the processes Jordans School carries out to ensure each child is enabled to be supported and challenged to make the best possible progress in their learning. The journey to reach this school policy involved a two-year focus on the School Development Plan, research from the Education Endowment Foundation (EEF), teacher discussions, trials, parent feedback and governor supervision.

Research from the EEF brought about two areas in which we were keen to explore further within Jordans School:

- 1) The most effective feedback is given in the moment (instant feedback) and not through work that is marked later (distance marking).
- 2) Teacher workload can be reduced by focusing energy in the classroom on effective tasks.

The teachers at Jordans explored with their classes, the different ways that assessment, marking and feedback could be most effective, with the following principles:

Intent: Full knowledge of where each child is with their learning.

Implementation: Early help and support or additional challenge can be implemented, without delay.

Impact: Children have the best opportunity to progress in their learning. Teacher energy is focussed in the most productive way, meeting children's individual need and driving progress.


The school has supported children who can achieve and supported staff who can prioritise teaching and learning.

Below is a table to show the way in which Jordans School assess formatively (within the lessons), give feedback and make summative (end of term) judgements for each subject to enable the best possible progress.

Subjects	Curriculum Approaches	Feedback & Support	Formative Assessment	Summative Assessment
Mathematics	-Practical, hands on learning with resources and manipulatives. - 2 x Adult Led small groups - 2 x Independent learning activities Groups swap within the lesson so every child has received additional teaching and guidance from the adults.	-Verbal feedback  -Additional scaffolding and support, if required	-Teacher assessment sheets linked to the lesson's learning objective.  -Gaps in understanding or any misconceptions are corrected immediately within the lesson. This may then be followed up later in the day, or covered in the next day's lesson by responsive planning.	Termly level determined by an overview of the child's understanding of the concepts taught so far that curriculum year.  Autumn – Beginning (b) Spring – Within (w) Summer – Secure (s)
English	Small group / Whole class	-Additional challenge, when ready.		
Oracy	Whole Class circle time discussions			
Science	Practical learning, investigations and experiments. Notes are written on investigation sheets.	-When useful, marking codes added to the child's work for reference.		Working at a greater depth in the learning taught so far is logged as a (+), e.g. 1b+ signifies, the child is at the beginning of the Y1 curriculum, working at a greater depth.
Computing	Hands-on learning with technology, using the ipads, robots, remote control cars, cameras, interactive whiteboards.			

History	Whole class, with small group writing support	As above	As above	As above
Geography				
Design & Technology	Small groups / Individual projects			
Inc.	YR-write up as a whole class			
Food	Y1-write up as a group			
Technology: Cooking	Y2-write up individually			
	Small Group work			
Personal, Social, Health, Economics (PSHE) & Relationships	Practical activities, class discussions, group discussions.			
Art	Individual projects with adult guided support			
Music	Whole class / small group Assemblies-weekly focus on music from different genres/timelines/countries			
Physical Education	Whole Class Individual support, as required			

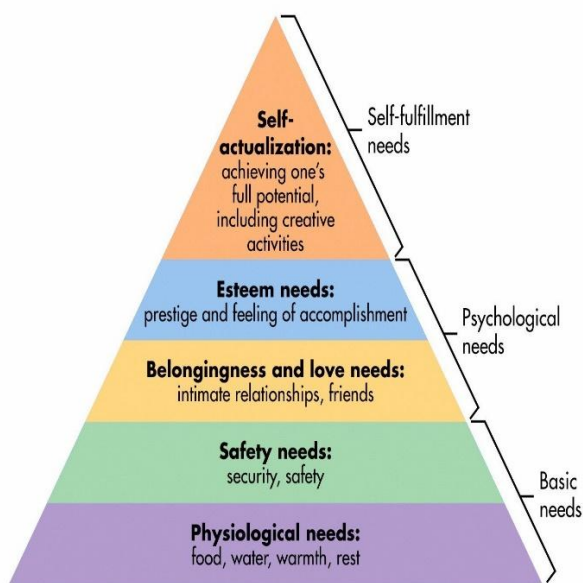
Each subject's lessons have a **Learning Objective** (L.O), an **Activity** in which the children can practice the skills needed to reach the learning objective and a **Challenge** to try once the main learning objective is reached. The children have an opportunity to master the skills by undertaking a task which seeks to widen and secure their understanding for deep learning. These three areas may be logged on a learning sheet or in the children's books, as in the below example:

<b>Maths</b>		
<b>Learning Objective:</b>	To recall number bonds for numbers 0-5.	
<b>Activity:</b>	Use 5 counters/objects and two pots to make 5 in different ways.	
<b>Challenge:</b>	Write a number sentence to record understanding, e.g, 2+3=5	

Where useful, the teacher may make the following notes on the child's learning sheet or on the whole class assessment sheet. This will help to inform the teacher as to any responsive planning they may need to make for the subsequent lesson, to promote good progress for the child.

<b>Written Marking Codes</b>	
✓	L.O Achieved
•	L.O has not been achieved yet
⇒	Next Step to support progress/ Specific area that may need more practice
(S)	Supported -the child was supported by an adult
1:4	Indicates ratio of adult to children in the group, i.e. 1 adult to 4 children = 1:4
(I)	Independent -without additional support, other than the teacher input

There may be times in which a child is not progressing in their learning. This may be for a variety of factors. Teachers will consider Maslow's Hierarchy of Needs and use the school's Wellbeing & Involvement forms to assess and to provide for need.



### The Leuven Scales for Wellbeing and Involvement

Wellbeing focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

Level	Icon	Description
1	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Discussions with parents, the school's Special Educational Needs and Disabilities Coordinator (SENDCo) or the Designated Safeguarding Lead (DSL) may follow a period of limited progress, to support the child further. Booster groups, SEN support plans, behaviour support or wellbeing monitoring may then be put in place to enable the child to be successful.

#### Review

This policy will be reviewed annually and form part of any new staff induction programmes.