Jordans School

Marking & Feedback Policy

Reviewed: November 2026

Review Due: November 2027

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 -Additional challenge, when ready. -When useful, marking codes added to the child's work for reference.	-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. Reception: Emerging Expected Y1&Y2: Working Towards Expected Level Greater Depth
English	Small group / Whole class			
Oracy	Whole Class circle time discussions			
Science	Practical learning, investigations and experiments. Notes are written on investigation sheets.			
Computing	Hands-on learning with technology, using the ipads, robots, remote control cars, cameras, interactive whiteboards.			

History Geography	Whole class, with small group writing support	As above	As above	As above
Design & Technology Inc. Food Technology: Cooking	Small groups / Individual projects YR-write up as a whole class Y1-write up as a group 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:

Maths



Learning Objective: To recall number bonds for numbers 0-5.

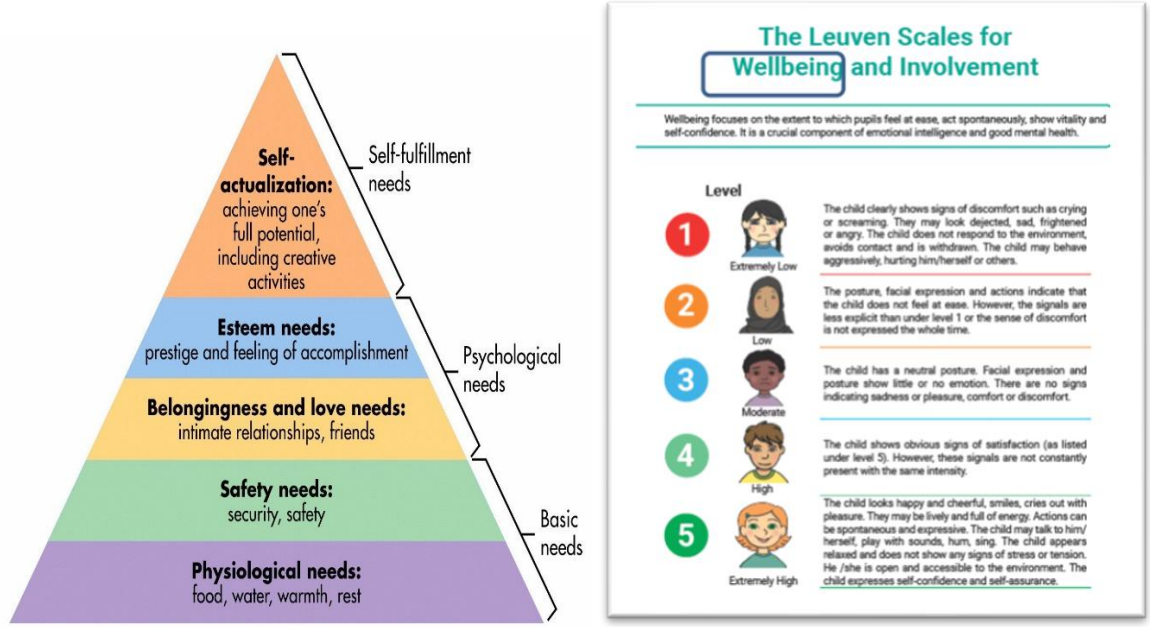
Activity: Use 5 counters/objects and two pots to make 5 in different ways.

Challenge: 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.

Written Marking Codes	
✓	L.O Achieved
•	L.O has not been achieved yet
⇨	Next Step to support progress/ Specific area that may need more practice
Ⓢ	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
Ⓘ	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.



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.