



Prep School Marking and Feedback Policy 2025-2026

**This procedure will be reviewed annually to ensure
compliance with current regulations**

Approved/reviewed by Head of Prep

Date of review

Date of next review



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Introduction

At Runnymede College, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We aim to maximise the effectiveness of its use in practice. The purpose of this policy is to provide clear guidelines and to ensure that there is a consistent approach to feedback and marking throughout our school. All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required. At Runnymede, we believe marking should be rooted in what is best for pupil progression and celebration. Additionally, we are mindful 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.

Background

The way that work is marked can make or break the essential dialogue between the teacher and the learner. Marking should provide constructive feedback to every child, focusing on the success and improvement against learning objectives and success criteria.

Effective feedback should:

- Be provided in a timely manner, mainly live and verbal when possible
- Provide clear information to children about the strengths and weaknesses of their work
- Encourage children to strive and improve and promote independence of self-correcting
- Identify achievements and the next steps in their learning
- Relate to learning objectives for each lesson and the school development plan
- Be read by pupils with appropriate time to respond
- Provide children with clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Be manageable for the teaching team

Although excellent teaching and assessment are central to students' high attainment, not all pieces of work should or can be quality marked. However, all work must be acknowledged in some form. Different methods of feedback delivery are effective and should not be limited exclusively to written marking. The Department of Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Additionally, the Education Endowment Foundation found that giving verbal feedback shows slightly higher impacts overall. As such, Runnymede are focusing on alternatives to written marking which can provide effective feedback in line with the EEFs recommendations, which emphasise marking should be: **meaningful, manageable and motivating.**



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With such in mind, our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Marking and feedback should put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Feedback should empower the pupil to take responsibility for improving their own work
- Feedback and marking should develop a culture where students are aware of their progress and next steps for success
- It should alert the teacher to misconceptions, so that they can address these in subsequent lessons
- Children should receive feedback either within the lesson itself or in the next appropriate lesson
- Feedback and marking should be a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- Children should be given an appropriate amount of time to respond to feedback

Within these principles, our aim is to make use of the good practice approaches which are outlined by the DfE and EEF. This will ensure that children are provided with feedback, in a range of different forms, in a timely manner. Furthermore, this purposeful feedback will be used by teachers to adjust their teaching both within and across a sequence of lessons.

Expectations

Teachers are expected to ensure:

- Feedback of children's work, whether verbal or written, should be regular and frequent
- When appropriate and possible, verbal feedback should be provided to pupils
- Feedback should be linked to learning objectives and school development action points
- Feedback should take place in expected colours
- Feedback should be appropriate for the age and stage of the child
- Children should be given time in lessons to respond to feedback
- Marking and feedback should be used to plan subsequent lessons

In Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. At Runnymede, we recognise there are four stages of feedback:

1. Immediate feedback: provided at the point of teaching
2. Round-up feedback: provided at the end of a task or lesson
3. Follow-up feedback: provided during the following lesson, which enables children to identify and improve for themselves areas for development identified by teachers who have reviewed work
4. Summative feedback: tasks planned which provide teachers with an understanding of whether a pupil has understood the material



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Type	What it looks like	Evidence
Immediate	• AFL collected from whiteboards, bookwork, verbal answers, non-verbal answers etc. • Takes place in lessons • Can be provided verbally for immediate action • Can be provided through live marking within the lesson • May re-direct the focus of teaching or the task	• Change in child's work responding to marking in the lesson • Lesson observations • Learning walks
Round-up	• Takes place at the end of a lesson or an activity • Can be provided to a portion of the class depending on feedback • May take the form of peer- or self-assessment against an agreed set of criteria • Provides an opportunity for evaluation of learning in the lesson	• Additional activity, or mini-plenary • Self or peer assessment • Lesson observations • Learning walks
Follow-up	• A starter or activity within the next lesson relating to learning that took place in a previous lesson • Feedback provided to the class or a group about strengths and areas of development for the lesson that day • Misconceptions highlighted and addressed	• Evidence of responding to feedback through editing targets.
Summative	• Summative assessments - end of unit tests or quizzes.	• Assessment data

Monitoring and Evaluation

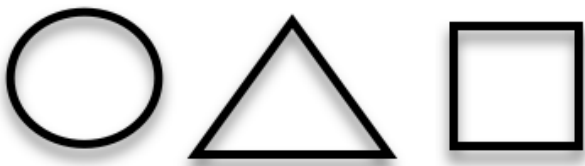
The Headteacher, DHA and all middle leaders will review the quality of marking as part of their ongoing role of appraising books. Feedback will be given to teachers as appropriate.

The desired outcomes of this policy are improvements in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.



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Runnymede Key Stage 2 Marking Policy

Green underlining or tick of comment	Something done well
Pink underlining or tick or comment	Something you need to improve
	Assessing (or self-assessing) children's understanding of a concept or Learning objective: circle means not understood or achieved. Triangle: nearly there. Square: confident.
	Writing target 1 achieved (or target 2)
Aa	Capital letters needed
.	Full stops missing
^	Something is missing
//	New paragraph needed
sp	Spelling
T	Tense error
P	Punctuation error
~	Does not make sense
V	Verbal feedback given



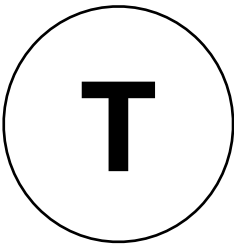
Runnymede Key Stage 2 Marking Policy

In Key Stage 2, children may be asked to self-assess their achievement or understanding at the end of a lesson against a specific goal or learning objective, using the following codes:

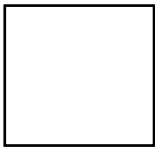
TA = Teacher Assessment

SA = Student Assessment

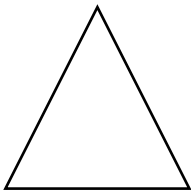
TG = Teacher Guided



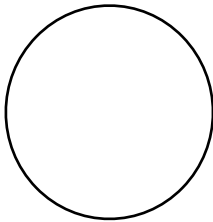
Specific target



Achieved



Somewhat achieved



Have not achieved



Try again



Correct



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Feedback in Key Stage 3 (Years 7 and 8)

In Key Stage 3, most children are able to read teachers' written comments, and the focus of feedback during most activities moves away from orthographical or grammatical aspects to subject-specific skills and content. Therefore, although teachers are encouraged to continue to use the Key Stage 2 codes and colour-coding when this is useful to the nature of the feedback (as pupils are familiar with this), teachers are not expected to consistently use these codes or specific coloured pens in their general marking. Likewise, as pupils become more able to articulate their reflections on their own learning, self-assessment will move away from 'shape' symbols (circle, triangle, square) to other forms of reflection.

The nature and frequency of feedback will vary from subject to subject, and while still conforming to the principles stated above (in the Background, Expectations and In Practice sections) these standards and expectations will be decided by the specific head of department, in consultation with the DHA.