

Effective Feedback and Marking Policy



Inspiring a love of learning through
the bonds of **family, faith and friendship.**

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'We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.'

(school vision statement)



'A cord of three strands is not easily broken.' Ecclesiastes 4:12
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Introduction

At Folksworth Church of England Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking, for example, research conducted by the Education Endowment Foundation.

The purpose of this policy is to provide clear guidelines so 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 child can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Rationale

In devising this policy, 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.

Our policy is underpinned by the evidence of best practice. The Education Endowment Foundation 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 the 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 alternatives to written marking 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: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.



Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

We have also taken note of the advice by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity teachers can do is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback and marking has at its core a number of principles:

- The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work with support and guidance from the adult giving the feedback.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification. However, we do acknowledge all work to recognise the effort the child has made.
- Our Feedback and Marking policy is based on teachers using their professional judgement when deciding on the most effective way of giving feedback to each pupil.
- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- Children should receive feedback in a timely manner, either within the lesson itself or in the next appropriate lesson.
- Feedback is part of the school's wider assessment process which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning.

By giving timely feedback and acknowledging work, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent and may lose interest or not produce work of such quality in future.

Feedback and Marking 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. The type of feedback given will vary depending on the age of the children. In particular, feedback



given in EYFS and year 1 is predominantly immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact.

Feedback at Folksworth Church of England Primary School occurs in the following ways:

Type	What it looks like
Immediate feedback at the point of teaching	• Takes place in lessons with individuals or small groups. • Includes the teacher gathering feedback from teaching within the course of the lesson, including whiteboards, book work, etc. • May involve 'live marking' during the lesson but is often given verbally to pupils for immediate action. • May involve using a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task.
Summary feedback at the end of a lesson/task	• Takes place at the end of a lesson or activity. • Often involves whole groups or the class. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment or marking.
Next lesson feedforward	• Further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished. • Giving feedback to the class about strengths, areas for further development or the consolidation of concepts. • Opportunities to review any marked work or to edit/reflect on written feedback where this strategy has been used.
Summative feedback	• Tasks or assessments planned to give teachers definitive feedback about whether a child has securely mastered the material under study. • Sharing outcomes of assessments and learning from mistakes.
Pupil conferencing (KS2)	Individual time allocated to pupils to review their work and identify areas of strength and improvements. This should take place a minimum of three times each term.



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When do we feedback or mark?

- Ideally whilst the work is in progress (live marking)
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible.

Live Marking

'Live marking' involves adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective or non-negotiable expectations at the point of learning. VF should be written in the margin at the point at which verbal feedback is given with an indication of what was addressed. There is an expectation that the pupil will respond to the feedback immediately.

Feedback and Marking in English and Extended Pieces of Writing

When marking learning in English, staff are expected to mark at least one paragraph in detail or several questions of the learning and then check the remainder.

Editing and Improving Writing

"Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard." (DfE, 2016).

Opportunities for children to edit and improve their written work should be built into all lessons. Children use green pens to show their editing process.

Intervening when Children Find Editing Hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof-read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language'.



Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside a comment.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these.

Spellings

Stopping to find out the correct spelling of a word can impact on the flow of the writing. We encourage children to use adventurous vocabulary and should not be limited by what they can spell. Children are encouraged to draw three dots underneath words where they are unsure of the spelling and seek out the correct spelling during the editing process. Here children should use a range of age-appropriate strategies, including word banks, dictionaries or adult support to edit their writing with the correct spelling.

When marking, as a general rule, teachers should identify the incorrect spelling for the child to write the correct version. In work where there are many incorrect spellings, careful professional judgment is required in determining how many to identify so as not to demotivate the child.

Challenging the More-Able

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like. Through feedback and marking additional challenge should be provided.

Peer Assessment

Peer improvement happens when children work with their learning partner to edit and develop a piece of work. It is not when partners swap books and individually 'check' and assess the other's work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using their green editing pen.

Feedback and Marking in Maths

Teachers should have answers to calculations and problems available and after doing between 5 and 7 questions children should check the answers themselves, marking in their green pen. That way they can look for and learn from their mistakes during the lesson, alerting the teacher and requesting additional support where



necessary. Another benefit is that less confident children might want to start at a level they are more comfortable with but with instant feedback available can advance to something more complex during the lesson.

Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try to find out where the mistake has occurred.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors.

Wherever possible, errors in maths should not be rubbed out. Instead, the correct answer should be written by the side in their green editing pen.

Feedback and Marking in the Foundation Subjects

Due to time constraints and manageability, foundation subjects are 'light marked' with the teacher initialling the work to acknowledge the effort made. A positive comment or area for improvement may be added where necessary.

Non-negotiables for punctuation, particularly the use of capital letters and full stops, should be addressed in foundation subjects where there is evidence that this is not being consistently applied.

The Role of Other Adults

Marking and Feedback is the responsibility of the teacher or HLTA leading the lesson. However, at Folksworth Church of England Primary School teaching assistants are trained to mark and provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking and feedback to ensure that planning is informed according to the children's needs.

Staff Marking Codes and Expectations

In order to maintain consistency across the school allowing children to understand any marking the following codes and expectations should be followed:

- Staff mark in purple pen
- Children make any changes or improvements to their work in green pen. Using a rubber should be avoided wherever possible.
- Dots should be used to identify mistakes. Ticks should be used where work is correct.



- Where there is an issue with letter formation or reversals of letters or numbers this should be written correctly at the bottom of the piece of work for children to practice.

p (in the margin)	Indicates missing punctuation
	Underlines a grammatical error
sp (in the margin)	Spelling mistake on this line (correction may be given for younger/ SEND children or written at the bottom of the work for them to use when editing.)
Vocabulary ...	Children should put three dots under challenging vocabulary that they are unsure of how to spell rather than avoiding using it. They can then check the spelling as part of the editing process.
^	Indicates an omission of a word in the sentence.
?	Where what has been written doesn't make sense
✓ or 😊	Indicates work is correct or symbolises 'good work'.
●	Incorrect/look again
//	New paragraph
	Next steps



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