



SCHOOL POLICY

Feedback & Marking Policy



Policy Revision Date	September 2025
Review Frequency	Annual
Date Policy Due for review:	September 2025
Role / Author	AHT/Sarah Taylor
Governing Body Committee/HT	HT 13 th October 2025
Date of GB Meeting/HT review for approval	HT confirm to FGB 20 th October 2025
Due with Clerk to Governors (where applicable)	Not applicable
Governing Body/HT Approval Date	HT 13 th October 2025
Next Review date	October 2026
Status (draft / approved)	Approved

Note:

Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.

Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.

Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting/HT for approval.

Links with other Policies	Teaching & Learning Policy, Home Learning Policy
Model or Locally Produced	Locally produced
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Yes
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	
What are the likely consequences to school of non-compliance	Impact on standards
Are the governors/SLT accountabilities clearly identified	Yes
Are other accountabilities clearly identified	Yes
Are there any particular issues/risks associated with implementation/operation of policy	Ongoing professional development through the school year to embed the strategies in the policy.
How will policy effectiveness be evaluated	Monitoring in line with the SIP.
How will HT report to governors on effectiveness and when	Through Full Governing Body meetings and Governor Monitoring.
When will the policy next be due for renewal (for statutory compliance)	October 2026
Does the policy impact on available resources	No

1. Our Feedback Philosophy

We believe that feedback is a fundamental part of the teaching and learning process. We recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. This policy is written with research surrounding effective feedback in mind.

The focus of feedback should be to further children's learning therefore;

- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- There is an expectation that adults will plan for regular feedback opportunities in lessons. Children should receive feedback within the lesson itself or at the next appropriate point.
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make rapid progress.

This process enables us to address misconceptions and move learning forward for rapid progress as well as celebrate success.

2. Verbal Feedback

'Feedback is (incisive) information given to the learner and/or teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal.' The Sutton Trust report (2011)

We recognise that there are different ways that a teacher may give feedback to and receive feedback from pupils, which will be appropriate at different times. This may be to individuals, small groups or to the whole class. Children will then have time to reflect on feedback or self-assess to improve their work.

There will be feedback opportunities in all lessons and will take different forms. Including:

- Questioning opportunities to check what the children have understood. This may re-direct the focus of teaching or the task.
- Direction or input from the classroom adult to move the learning forwards (address a misconception or increase the challenge).
- Self or peer evaluation against an agreed set of criteria.
- Use of the visualiser to share good examples or demonstrate and address a misconception.

3. Feedback and daily assessment

As part of the teaching and assessment process, teachers will regularly use the simple Daily Assessment for Learning Mark Sheet (see appendix B) to record information to inform judgements at the end of a lesson. The sheets may be completed during the lesson and all classroom adults will be expected to contribute towards this. Feedback gathered from the children during the lesson, will inform the structure and content of the next lesson. For example: group teaching, individual feedback, extended learning, praise or whole class feedback. This will also support teachers to make accurate judgements about the progress their class is making.

4. Marking in books

Adults will use marking codes (see appendix A) in books when working with learners during a lesson. Unless annotated with G, the work in the book is independently completed.

When appropriate, an adult may include a model or a short piece of written feedback for a child to reflect on.

A 'green box' will be used to indicate an area of focus during verbal feedback. The child should then edit or redraft using red pen supported by the adult or independently. This will support learners to 'remember'.

There is an expectation that students are given the opportunity to reflect on their own learning with in or at the end of a lesson, which may include self or peer marking opportunities. Children will write in red.

There is no expectation that there will be extensive and detailed daily marking in books however there is an expectation to see marking codes, basic errors picked up and acted upon and progress in books.

5. Spelling and Grammar

Incorrect spellings will be marked with an 'sp' in the margin. For the majority of our pupils, this will be for the following:

Year 3

All pupils will have access to the Y2 word list that includes HFWs. The Year 3/4 word list will also start to be introduced.

A maximum of six spellings errors can be identified in one piece of work and will be specific to the child. The pupil should then have the opportunity to respond to the marking.

Year 4

All pupils will have access to the Y2 word list that includes HFWs. The Year 3/4 word list will also start to be introduced.

A maximum of six spellings errors can be identified in one piece of work and will be specific to the child. The pupil should then have the opportunity to respond to the marking.

Year 5

All pupils will have access to the Year 3/4 word list and the Year 5/6 word list will be introduced. Where appropriate, the Y2 word list and HFWs will be available.

A maximum of six spellings errors can be identified in one piece of work and will be specific to the child. The pupil should then have the opportunity to respond to the marking.

Year 6

All pupils will have access to the Year 3/4 and Year 5/6 word lists. Where appropriate, the Y2 word list and HFWs will be available.

A maximum of six spellings errors can be identified in one piece of work and will be specific to the child. The pupil should then have the opportunity to respond to the marking.

Grammatical errors appropriate to the learner will be indicated in the margin with a 'gr'. Children should then have the opportunity to reflect and amend this using their red pen.

6. Presentation

The date and LO should be clear and underlined for each piece of work in the book.

Children should edit, reflect and mark in red pen. Adults should use green pen.

Teachers should model handwriting expectations at all times.

Presentation in maths books will enable pupils to show a clear process when solving problems. One digit or symbol will be written inside one box and all lines will be drawn with a ruler.

All pupils will be expected to present their work as neatly as possible at all times. **All adults are expected to encourage and support good presentation in books.**

7. Monitoring

SLT and Year Leaders and Subject Leaders will monitor presentation, feedback and marking in books according to the school's monitoring plan in the SIP.

8. Celebration of Learning

High quality outcomes and demonstration of effort and perseverance towards learning will be celebrated through;

- **Opportunities planned to share work within class and across classes**
- **Opportunities planned to share work with adults from home**
- Displays of work that demonstrate high quality pieces of learning
- Sharing their exemplary work under the visualiser in class as a WAGOLL (what a good one looks like)
- Headteacher and Assistant Headteacher award certificates for excellent effort and outcomes

9. Feedback of Policy

Please come and speak to the Headteacher if you have any questions in relation to this policy.



MARKING CODES

We believe that verbal feedback at the point of delivery is the most valuable form of feedback and marking

G

Shows guided work

VF

Shows verbal feedback has been given

Green box

Highlights an area for a learner to focus on

sp

sp in the margin indicates a spelling needs to be edited

gr

gr in the margin indicates there is a grammatical error to be edited

Children edit, reflect or self-mark in red pen.

Adults write in green pen.

Daily Assessment for Learning
Subject/Unit:

Class:

Week beg:

Expected Unit Outcomes:

LO:					
Demonstrated a greater understanding of the learning outcome What next?					
Met the expected learning outcome What next?					
Partially achieved the expected outcome What next?					
Working towards What next?					



The Elson Lesson

Flexible Grouping

Flexible grouping is important and should be based on feedback and assessment from the previous session. Daily AfL Marking sheets will support teachers to identify focus groups or intervention in the next lesson. Successful flexible grouping should:

- move learners on from last time they met the unit (starting point);
- identify the precise gap for that child linked to the National Curriculum;
- show where a child needs a rapid start; and
- consider the most appropriate lesson structure for that day.

How will you cater for the needs of different groups your classroom environment?

Purposeful Learning

- Expect and encourage children to work with positive attitudes.
- Plan and teach a clear, focused, child friendly learning objective, which is learning based; the meaning and purpose is discussed with the children and its place in the learning journey is made clear.
- Be clear about the main skill that is being taught and the success criteria to achieve this.
- Include strategies to support the children to remember what they have been taught previously e.g. spaced learning or recall quizzes.
- Before the lesson consider and prepare for:
 - 1) what could the misconceptions be and prepare for them.
 - 2) what methods, visual images, models and scaffolds will be used and how you will use them.

Enjoyable Challenge and Varied Tasks

- Provide enjoyable challenge throughout the lesson. How will you challenge and support each learner?
- Plan varied tasks that are suited to the individual needs of the children and enable learners to meet the learning objective.
- Provide clear opportunities for all children to apply learning independently.
- Provide and demonstrate models and prompts linked to the learning objective.
- Provide opportunities for the children to talk about the learning. How will you support this so it is meaningful?

Explanation, Modelling and Assessment - 'I do, we do, you do'.

- Models are prepared before the lesson.
- Modelling IS teaching. Model the task, using metacognition. No 'guess what's in my head'.
- Teach children how to use the resources and model presentation expectations.
- Make links to previous learning explicit.

- The learning wall will clearly highlight and display key learning that children are required to know and remember to meet the expected outcome for the unit. These should be updated regularly and involve input from the children.
- Plan opportunities to check the children have understood then re-shape the teaching if needed.

Live feedback in the lesson

- Plan how and why you will gather and give feedback during the lesson e.g. individual, group, peer or class.
- Consider the classroom environment and how you will use your seating plan or lesson structure to provide feedback or support to groups.
- Speak to the children. What is it that you want to check they have understood? How will you find out? Who do you want to test and check for understanding and who do you want to move on further?
- Plan and prepare for effective questioning in the lesson. Be clear about what it is you want to know they have understood.
- Expect children to communicate in full sentences.
- Use Daily AfL Marking Sheets to track progress across a unit and support your planning and organisation for the next lesson.
- Have the confidence to stop the lesson or gather groups if needed, even if it isn't in the lesson plan.
- At the end of every lesson, provide the opportunity for learners to reflect on the learning that has taken place and consider their next steps. (What have we learnt? What if...? How could we...? Next time we will...)
- Annotate books as appropriate in line with the Feedback and Marking Policy.

Post Lesson

- Did the children demonstrate they achieved the expected learning for the lesson?
- Annotate the Daily Assessment for Learning Tracker.
- Plan groups and consider the learning for the next session with the end outcome in mind.