

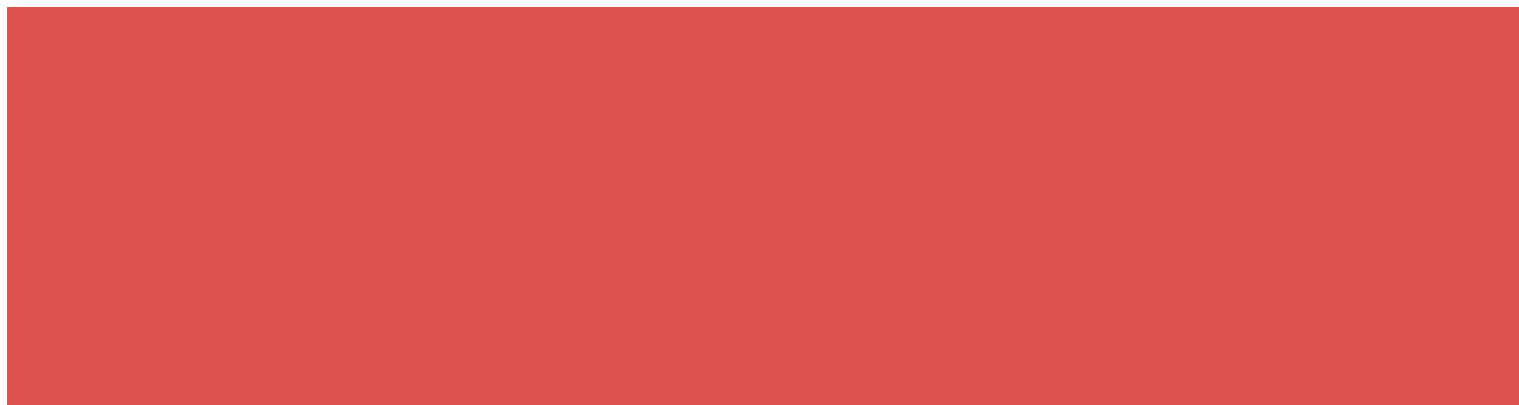


# Marking and Feedback Policy

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Date: Autumn 2025

Review: Autumn 2028



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## Rationale

The purpose of marking and feedback is to ensure that every pupil knows what they are doing well, understands how to improve, and is supported to act on feedback promptly.

We therefore aim for children to receive timely and purposeful feedback that furthers their learning, and for teachers to use assessment information to adjust their teaching both within and across a sequence of lessons.

Effective marking and feedback are **integral to great teaching**.

In line with *Teach Like a Champion*, our approach is:

**“Fast, focused, and formative.”**

It ensures every pupil knows where they are, where they’re going, and how to get there.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research 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, manageable and motivating
- provide specific guidance on how to improve in the longer term
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

We are mindful also of the workload implications of written marking, notably, the DFE’s research which has highlighted written marking as a key contributing factor to teacher workload.

- The purpose of feedback and marking is to further children’s learning.
- The main focus of feedback should be against the LO and the Success Criteria.
- Feedback should take place at the earliest opportunity to have the greatest impact.
- The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
- Feedback takes many forms other than written comments such as: verbal feedback and modelling (including the use of technology), questioning strategies, use of talk partners, peer assessment and/or self-assessment.
- Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
- Written marking should be clear to pupils according to age and ability and should use the agreed marking symbols.
- Children must be given appropriate time to respond to feedback to have maximum impact on learning.
- The key to success is the involvement of pupils in owning their learning and each other’s learning.

Our Policy aligns with our teaching and learning focus including Teach Like a Champion (TLAC) principles, especially those that promote high expectations, immediate feedback and pupil responsibility for learning.

## Core Principles (Linked to TLAC)

TLAC Technique	Application in Feedback	Example
<b>No Opt Out</b>	Every child acts on feedback and completes corrections.	Pupils must respond to feedback tasks before moving on.
<b>Right is Right</b>	Feedback insists on full accuracy, not partial answers.	“Good start—now check your punctuation.”
<b>Show Call</b>	Use strong examples of student work to model success criteria.	Display and discuss anonymised work showing excellent reasoning.
<b>Stretch It</b>	Feedback pushes pupils to extend or deepen understanding.	“Can you explain <i>why</i> this method works?”

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TLAC Technique	Application in Feedback	Example
Warm/Strict	Feedback is supportive but expects rigour.	Praise effort, insist on correction where needed.
Check for Understanding	Feedback is used to gauge understanding during lessons, not after.	Use mini whiteboards or exit tickets before the end of lessons.

#### Symbols used to indicate feedback

<b>Symbols:</b>
<ul style="list-style-type: none"><li>VF= verbal feedback given</li><li>I= independent work</li><li>GG/initials = guided group work with member of staff</li><li>PP = work completed with a partner</li><li>Children may be asked to show their understanding of a task next to the L.O:<ul style="list-style-type: none"><li>√ - tried, but not achieved</li><li>√√ - almost achieved</li><li>√√√ -achieved</li></ul></li><li>Now – A task to be completed by a child</li></ul>

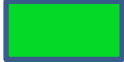

#### Types of Feedback

Responsive teaching and feedback might look like this:	
Live feedback (in the moment)  <b><i>This is the main feedback expected in books on a daily basis.</i></b>	<ul style="list-style-type: none"><li>Verbal, immediate and specific.</li><li>Focus on correcting errors and praising effort.</li><li>Whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints. 'You've used great adjectives here – now check your capital letters in the second sentence.'</li><li>Includes teacher gathering feedback from verbal responses, mini whiteboards, book work, etc. Could involve individuals, small groups or the whole class. May involve further support, challenge or a change of task may re-direct the focus of teaching or the task.</li><li>Improvements / corrections should be evident in the child's work in green pen.</li><li>Could be led by teaching assistants, other adults or peers or involve self-assessment.</li></ul>
Written Feedback	<ul style="list-style-type: none"><li>Concise, clear and focused on one or two key points for improvement.</li><li>Use of VF = verbal feedback</li><li>Pupils respond in green pen</li><li>Modelling and scaffolding next steps. This will also be seen in books through the use of 'VF'. Pupils review and correct their work.</li><li>Teacher stops pupils periodically and marks a pupil's work with input from the class or verbalises their thought process.</li></ul>

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Summary Feedback	<ul style="list-style-type: none"><li>• Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work.</li><li>• Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson.</li><li>• May take the form of self- or peer- assessment against an agreed set of criteria.</li><li>• May involve strategies that allow the teacher an assessment opportunity. (Everybody writes and maths)</li><li>• Teachers use the AFL information gathered and adapt the current lesson or future lessons to support children to best progress.</li></ul>
Distance Feedback  'Assess learning after the lesson'	<ul style="list-style-type: none"><li>• Takes place away from the point of teaching</li><li>• Provides teachers with opportunities for assessment of understanding.</li><li>• Adaptations to teaching sequences clearly seen within planning.</li><li>• 'Now tasks', could be used to provide feedback based on learning needs.</li><li>• Written comments should be clear and provide specific guidance on how to improve.</li><li>• Green and pink highlighting. Where pinks are used, the children will need to correct work by using a green pen.</li><li>• Ensure work is read by the teacher.</li></ul>
<b>Feedback Cycle</b> 1. <b>Teach → Check for Understanding (CFU) → Live Feedback → Marking → Pupil Response / Show Call → Review / stretch it.</b> <ul style="list-style-type: none"><li>○ Feedback should close the learning gap within <b>the next lesson, therefore work should be read in advance of the next lesson in order to pitch it correctly.</b></li><li>○ Marking is <b>formative</b>, not bureaucratic — focus on <i>impact</i> not <i>volume</i>.</li></ul>	

## Maths and Reading KS1

Green 	Work indicates to a child that they have the correct answer.
Pink 	Work indicates to the child that they have made an error and needs correcting in the session. This could be a calculation error, which may be modelled by the teacher.



### Symbols:

- VF= verbal feedback given – No opt out and right is right
- Modelling of learning in blue pen
- I= independent work
- GG/initials = guided group work with member of staff
- PP = work completed with a partner
- Children may be asked to show their understanding of a task next to the L.O:



v - tried, but not achieved

vv - almost achieved



vvv -achieved

-  Explain / Evidence
-  Calculation for maths only

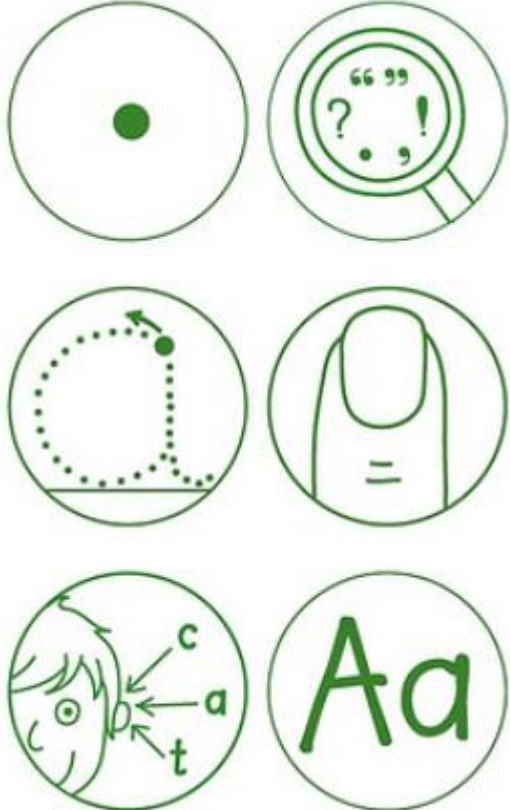
## Maths and Reading KS2

Green 	Work indicates to a child that they have the correct answer.
Pink 	Work indicates to the child that they have made an error and needs correcting in the session. This could be a calculation error, which may be modelled by the teacher.

### Symbols:

- VF= verbal feedback given – No opt out and right is right
- Modelling of learning in blue pen
- I= independent work
- GG/initials = guided group work with member of staff
- PP = work completed with a partner
- Children may be asked to show their understanding of a task next to the L.O:
  - ✓ - tried, but not achieved
  - ✓✓ - almost achieved
  - ✓✓✓ - achieved
- Now – A task to be completed by a child
-  Explain / Evidence
-  Calculation for maths only

## Writing EYFS

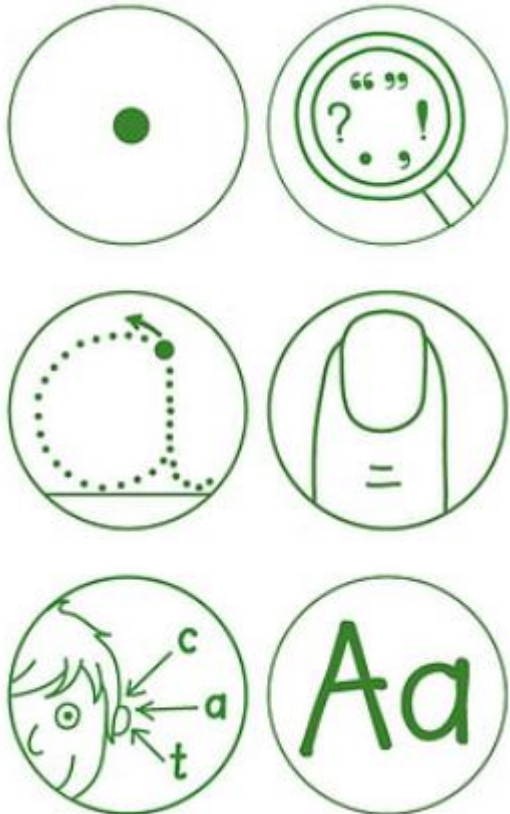
Read written work	(Every book read during live marking or after the lesson) Check for sense, basics, non-negotiables, tense, up levelling, adverbials
Assessing against year group expectations	Please see year group ladders / moderation for year group writing expectations
Verbal feedback	Spag and writing intent
<p>Stampers</p> <ul style="list-style-type: none"><li>- Full stops</li><li>- Punctuation</li><li>- Letter formation</li><li>- Finger spaces</li><li>- Phonics</li><li>- Capital Letters</li><li>- Remember to hold pencil correctly</li><li>- Add your own ideas</li><li>- Write on the line</li></ul>	

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## Writing KS1

Read written work	(Live marking) check for sense, basics, non-negotiables, tense, up levelling, adverbials.
Assessing against year group expectations	Please see year group ladders / moderation for year group writing expectations
Verbal feedback	VF= verbal feedback given - No opt out and right is right Spag and writing intent Sense and basics including punctuation
Follow me post - to support spellings	Key vocabulary / added to working wall Spellings - 3 per piece of work as expected linked to year group and vocabulary of the lesson or phonics scheme.
<p>Stampers</p> <ul style="list-style-type: none"> <li>- Full stops</li> <li>- Punctuation</li> <li>- Letter formation</li> <li>- Finger spaces</li> <li>- Phonics</li> <li>- Capital Letters</li> </ul>	

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## Writing KS2

Read written work	(Every book read during live marking or after the lesson) check for sense, basics, non-negotiables, tense, up levelling, adverbials
Assessing against year group expectations	Please see year group ladders / moderation for year group writing expectations
Verbal feedback	VF= verbal feedback given - No opt out and right is right Spag and writing intent Sense and basics including punctuation
Follow me post - to support spellings	Key vocabulary / added to working wall Spellings - 3 per piece of work as expected linked to year group and vocabulary of the lesson

## Topic

Read written work	(Live marking) check for sense, basics, non-negotiables, tense, up levelling, adverbials
Assessing against year group expectations	Please see topic ladders / moderation for year group topic expectations
Verbal feedback	To identify misconception / mistake and to extend learning where needed VF= verbal feedback given - No opt out and right is right Sense and basics including punctuation
Follow me post - to support spellings	Key vocabulary / added to working wall Spellings - 3 per piece of work as expected linked to year group and vocabulary of the lesson or phonics scheme.