



Marking and Feedback Policy

2025-2026

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Electronic copies of this plan are available on the website	Mereside Primary Academy Blackpool
Hard copies of this plan are available from	Mereside Primary Academy Blackpool
Date of next review	July 2026 (as required)
Person responsible for review	J. McDonald

1. Purpose

This policy ensures that marking and feedback in our primary school are focused on supporting pupil progress through high-impact formative assessment strategies. It aims to build confidence, correct misconceptions in real time, and develop independent, reflective learners.

2. Principles

Our marking and feedback practices are guided by the following principles:

- **Timely:** Feedback is immediate or as close to learning as possible.
- **Pupil-Friendly:** Feedback is accessible and suited to the pupil's developmental stage.
- **Constructive:** Focuses on celebrating strengths and guiding improvements.
- **Focused:** Linked directly to learning objectives and success criteria.
- **Interactive:** Encourages pupil response, self-reflection, and teacher-pupil dialogue.
- **Visible:** Uses in-class tools like whiteboards and classroom circulation to actively monitor learning.

3. Strategies for Formative Feedback

a. Verbal Feedback

Delivered in-the-moment during teaching. Prioritised in EYFS and KS1, but used throughout the school. May be noted with "VF" in books, if needed for monitoring.

b. Live Marking and Circulation

Teachers and TAs actively circulate the room during independent or group tasks. Immediate written or verbal comments address misconceptions or extend learning. 'Dot and Fix' or 'Next Step' prompts are used during circulation to encourage corrections mid-task.

c. Mini Whiteboards (MWBs)

Used across all key stages as a low-stakes, high-impact formative tool. Allow all pupils to respond simultaneously, giving teachers a clear picture of whole-class and individual understanding. Teachers can adjust pace, revisit misconceptions, or target individuals based on responses.

d. Highlighting (Tickled Pink & Green for Growth)

Pink to highlight where the objective has been met. Green to identify areas for improvement. Simple and consistent visual system to guide feedback and editing.

e. Written Feedback (Targeted Use)

Given on key pieces of work (e.g., writing assessments, extended maths reasoning).

Includes:

- A positive and productive comment
- A target or prompt for improvement
- Space and time for pupils to respond using a 'purple pen' or equivalent

f. Peer and Self-Assessment

Developed gradually through KS1 and KS2. Pupils reflect on the learning of the lesson and give feedback to their peer and/or teacher. Teachers model effective peer feedback and monitor its quality.

4. Feedback Frequency

English & Maths (KS1 & KS2):

- Daily verbal feedback, MWBs and circulation.
- Written feedback on extended or assessed work.

Foundation Subjects:

- Regular use of verbal feedback, MWBs, and circulation.
- Written feedback on key outcomes (e.g. projects, final tasks).

EYFS:

- Observation-based feedback with immediate verbal prompts.
- Learning journeys capture progress through annotation and commentary.

5. Pupil Response and Improvement Time

Pupils regularly:

- Respond to teacher comments using verbal responses or written if applicable with the use of 'purple pens' or equivalent.
- Edit and improve writing based on feedback.

6. Monitoring and Evaluation

SLT and subject leaders will:

- Monitor books, learning walks, observing classroom use of MWBs and circulation.
- Gather pupil voice to evaluate feedback impact and understanding.
- Provide coaching or CPD to embed effective strategies across the school.

7. Roles and Responsibilities

Teachers: Provide timely, actionable feedback; circulate the classroom to check understanding; make effective use of MWBs to inform teaching.

TAs: Support feedback delivery, monitor pupil progress during tasks, and assist with verbal responses.

Pupils: Engage actively with feedback and take responsibility for improvements.

Leaders: Ensure policy is followed and that support is available through training, planning, and review.