LONDON BOROUGH OF HAVERING

ST. URSULA'S
CATHOLIC PRIMARY SCHOOL

"With God at the heart of our St. Ursula's family, we welcome all as we learn and grow together"

MARKING & FEEDBACK POLICY

September 2025

Marking & Feedback Policy

At St. Ursula's, our marking and feedback process is integral to pupils' learning and attainment. Our processes monitor individual progress and development and provide ongoing support and challenge to pupils of all needs and abilities.

> "Marking & feedback are essentially an assessment process. They tell us what the pupils can do now, what they might be able to do in the future and what they need to do next."
> *(The Secret of Effective Feedback by Dylan Wiliam, 2016)*

Research Based Practice

Marking and feedback in our school is constantly reviewed and adapted to meet the needs of our pupils and in light of any new research. This policy has been rooted in research, particularly drawing upon evidence from the Education Endowment Foundation (EEF) and the DFE Reducing Teacher Workload Report, which have established the most effective principles of good feedback.

Through this research, we have created a carefully designed process that aims to "support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be." *(EEF, 2021).*

Following the recommendations of the EEF's 'Teacher Feedback to Improve Pupil Learning Guidance Report' (2021), we have established a clear policy with a "renewed focus on the principles of effective feedback." In order to implement an effective and meaningful feedback process, the policy is built around 3 key principles taken from the EEF (Appendix 2). These principle state that teachers should:

1. Lay the foundations for effective feedback, with high-quality teaching that includes careful formative assessment.
2. Deliver appropriately timed feedback, that focuses on moving learning forward.
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

In summary, the research (Appendix 1) indicates that:
- Marking should be meaningful, manageable and motivating.
- The main role of feedback is to improve pupil progress. It should improve the learner, not the work, so that they can apply those skills in future tasks (embed the learning).
- Both verbal and written feedback are effective providing they relate to the task, subject or self-regulation (EEF, Appendix 3).
- Self-assessment is another very important part of feedback.
- Marking should be timely – feedback during learning and immediately after learning (up to a week after) are all associated with similarly sized positive effects on attainment.
- Feedback has to be used and acted upon by the pupil in order to be effective.

The Marking & Feedback Process:

'Plan A' – Marking in the Moment: verbal feedback & immediate response

The plan for marking and feedback, first and foremost, is live marking during the lesson (Plan A). At St. Ursula's, this is called: **Marking in the Moment**.

- Marking in the Moment primarily consists of verbal feedback during lessons to consolidate and/or deepen the pupil's learning and understanding.
- When providing verbal feedback, teachers and TAs will use the coded marking in books to remind the pupils of the feedback that has been given and the action that is required of them.
- Once verbal feedback has been given, pupils will be expected to act upon the feedback/respond to it immediately (before continuing any further work).

Colours for Marking and Feedback:
When marking, Teachers and TAs use **green for growth** and **pink for praise**.

- **Green** is used to note annotations (EYFS, SEND and Continuous Provision only) and indicate corrections, improvements or challenges.
- **Pink** is used to praise excellent work and indicate the achievement of the learning objective or individual pupil targets.

The feedback:
- The feedback must be **meaningful** and **manageable** for the pupils.
- Feedback should focus on (EEF – Appendix 3):
  - the **task** (the learning objective or subject specific skills)
  - the **subject** (i.e., SPAG or skills that are transferable between subjects)
  - **self-regulation** (developing independence, key learning strategies and self-assessment)
- The feedback should support the pupils in developing their understanding by addressing misconceptions or providing further challenge.
- The marking codes must be on display in the classrooms as a constant reminder for the pupils.
- Where possible, TAs will also 'Mark in the Moment' to increase the number of pupils receiving regular and immediate feedback.

Responsive Teaching:
When Marking in the Moment, if misconceptions and/or a need for challenge arise, then teachers will adapt their planning and teaching in the moment in order to address the needs of the pupils. Responsive teaching is an adaptive approach that tailors learning experiences to individual student needs.
Responsive teaching is being responsive to information about learning, then adjusting teaching to better match pupil need *(NASEN & EEF, 2022).*

Subject-specific Information:
- **Maths, Science, English, CLC & RE** - All of the pupils' books need to be marked in the moment <u>at least once per week</u>.
- **Whole Class Reading & SPAG** - For single, stand-alone lessons, such as Whole Class Reading and SPAG, all of the pupils' books need to be marked in the moment <u>at least once per fortnight</u>.
- **Science, CLC & RE** – The main focus of marking for these subjects will be to either address and clarify misconceptions or provide further challenge.
  The spelling of keywords and accurate use of capital letters must be addressed.

SEND, EYFS & Continuous Provision:

Based upon the requirements set out in the statutory framework for Early Years Foundation Stage (EYFS, September 2021): Verbal feedback should be provided 'in the moment', according to the individual ability and needs of the pupil. It will be given to all pupils in different contexts, providing a foundation for future learning and development. Feedback is given to model specific skills through child friendly vocabulary and questioning, alongside praise and encouragement.

Whilst pupils explore how things work through play, teachers and TAs will support their learning through providing an 'in the moment' commentary on what is happening and how the problem could be solved. Pupils will also be encouraged in their independence and self-regulation by learning from mistakes and solving problems for themselves.

- Throughout the day, pupils produce a balance of child-initiated and adult-led work. Only the relevant work is dated and annotated with the 'child's voice' to show the learning context and their level of understanding.
- Teachers and TAs will use the coded marking to mark the work.
- All work should be verbally acknowledged and as much as possible, will be marked with the child (Marking in the Moment).
- The feedback should be constructive and positive, focussing on the successes and improvement needs against the areas of learning.

Coded Marking:

Only the codes that are relevant to the pupil and their work need to be used. The feedback that is given needs to be **meaningful** and **manageable**. Too many codes will be overwhelming and unachievable.

Coded Marking:

SEND, EYFS & Continuous Provision Feedback Codes	
Code	**Meaning**
AL - I	**Adult-led and Independent** (the task/activity has been initiated by an adult and completed independently)
AL - S	**Adult-led and Supported** (the task/activity has been initiated by an adult and completed with support)
CI - I	**Child-initiated and Independent** (the task/activity has been chosen and initiated by the child and has been completed independently)
CI - S	**Child-initiated and Supported** (the task/activity has been chosen and initiated by the child and has been completed with support)
Annotations	Adults to *briefly* scribe the child's dialogue and comments relating to the work that they have produced (keywords only).
CH	**Challenge** question/task to extend learning
➔ _____ (feedforward)	**Feedforward** - feedback and opportunity to respond to the feedback will take place after the lesson (ideally in the next lesson). The number relating to the feedforward task must be noted.
✓	Great work; correct answers
Feedforward Tasks	
1	Adapt planning (address misconceptions or provide challenge in the next lesson)
2	Intervention task (small group or 1:1 intervention)
Reception only: as of Summer Term, note the demarcation of sentences for relevant pupils using the following codes:	
CL (e.g t)	**Capital Letters** - Add in the missing capital letters (or change the capital letters that have been incorrectly used)
P. (e.g. The cat meowed_)	**Full Stops (punctuation)** - Add in the missing full stops

*Year 1** will use a combination of the feedback codes. **During focused activities and for written pieces of work, the KS1 & KS2 codes will be used.**
During continuous provision and more practical activities, the EYFS codes will be used, with annotations.

KS1 & KS2 Feedback Codes	
Code	**Meaning**
I (or independent stamp)	**Independent** (the child has worked entirely independently on the task) Mostly for SEND & SEND support children.
S (or supported stamp)	**Supported** (the child required support in order to complete the task) Mostly for SEND & SEND support children or when a Teacher/TA has worked with a group.
CL (e.g t)	**Capital Letters** - add in the missing capital letters (or change the capital letters that have been incorrectly used)
Spellings written in the margin	**Spellings** - copy out the correct spelling 3 times (incorrect spellings of keywords must be addressed particularly in Science, CLC and RE)
SP _____	**Spellings** - correct the underlined spellings (incorrect spellings of keywords must be addressed particularly in Science, CLC and RE)
H (could be accompanied by an example of the handwriting or letter/number formation)	**Handwriting** - take care with your handwriting – focus on improving your presentation and handwriting (including number formation in Maths).
P (e.g. The cat meowed__)	**Punctuation** - add in the missing punctuation (the missing punctuation can be specified next to the P symbol. For example, P . would show that full stops are missing).
(e.g. The girl had a toy.)	**Finger spaces** – make sure to use clear finger spaces
① (circled question number)	**Supported question (Maths only)** – support has been provided for this question, either whole class or 1:1.
~~ (e.g. The boy play a game.)	**Grammar** – change the underlined words so that they make more sense.
^ (e.g. The girl had ^toy.)	**Grammar** – add in the missing word.
//	**New paragraph** – a new paragraph should begin here.
***(**error or misconception**)**	**Error or misconception** – this information is incorrect, either change the information or rewrite it by the * below.
→ _____ (feedforward)	**Feedforward** - feedback and opportunity to respond to the feedback will take place after the lesson (ideally in the next lesson). The number relating to the feedforward task must be noted.
CH	**Challenge** - challenge question/task to extend learning
Green pencil (pupil self-assessment)	**Whole Class Marking or Self-Assessment** - any corrections, improvements or marking done by the pupils must be completed in green pencil.
✓	**Great work** – you have done this well!
✓✓	**Amazing work** – you have done this **really** well!
Praise stamps (e.g. 1hp, well done etc.)	Praise stamps can be used in recognition of excellent pieces of work.
Feedforward Tasks	
1	Adapt planning (address misconceptions or provide challenge in the next lesson)
2	Intervention task (small group or 1:1 intervention)

3	Coded marking (fedforward)
4	Self-assessment

*If the feedback that needs to be given does not fit with the coded system, then a keyword can be written as a reminder for the pupil.

'Plan B' – Feedforward

While 'Marking in the Moment' is the most desirable approach, it will not always be possible to view every pupil's work during the lesson. Therefore, some feedback will need to take place after the lesson. At St. Ursula's, this is called **Feedforward**.

Written feedback is still effective if it follows the steps outlined in the EEF document (timely; specific; related to the task, subject or self-regulation; with opportunity for pupils to respond).
Research has shown that feedback delivered **up to a week after the lesson** is associated with similarly sized positive effects on attainment.
(EEF, 'Teacher Feedback to Improve Pupil Learning Guidance Report', 2021)

For the pupils whose books have not been marked in the moment, a feedforward task will be used.
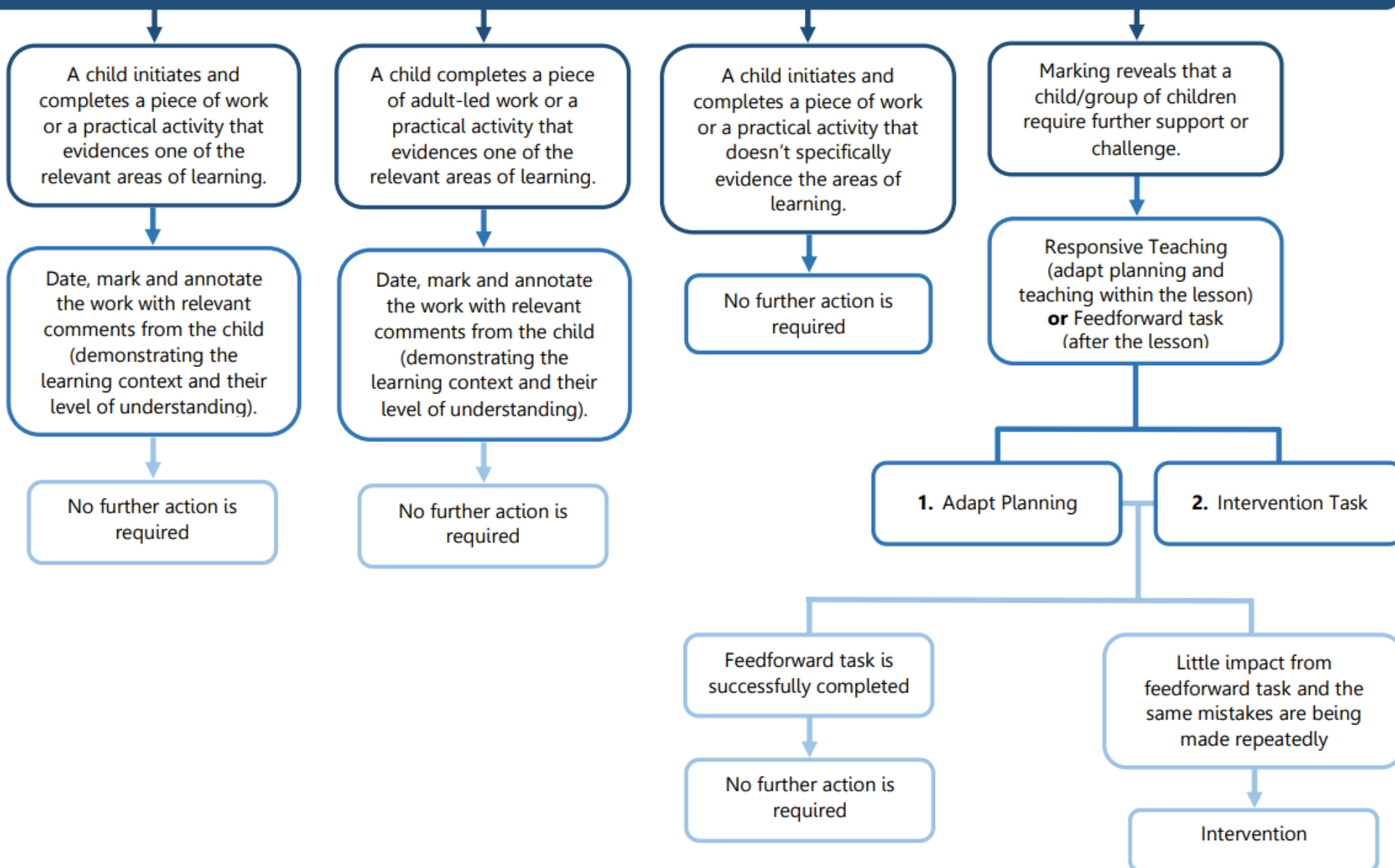The options are:
- Adapt planning
- Intervention
- Coded marking (fedforward)*
- Self-assessment* (used in combination with tasks 1, 2 and 3)
*More suitable for English and extended writing tasks

Marking & Feedback Process: SEND, EYFS & Continuous Provision

Marking in the moment
To take place during the lesson using coded marking and annotations.

A child initiates and completes a piece of work or a practical activity that evidences one of the relevant areas of learning.	A child completes a piece of adult-led work or a practical activity that evidences one of the relevant areas of learning.	A child initiates and completes a piece of work or a practical activity that doesn't specifically evidence the areas of learning.	Marking reveals that a child/group of children require further support or challenge.

Column 1: Date, mark and annotate the work with relevant comments from the child (demonstrating the learning context and their level of understanding).

→ No further action is required

Column 2: Date, mark and annotate the work with relevant comments from the child (demonstrating the learning context and their level of understanding).

→ No further action is required

Column 3: No further action is required

Column 4: Responsive Teaching (adapt planning and teaching within the lesson) **or** Feedforward task (after the lesson)

- **1. Adapt Planning**
- **2. Intervention Task**

Feedforward task is successfully completed → No further action is required

Little impact from feedforward task and the same mistakes are being made repeatedly → Intervention

Feedforward Tasks

1. Adapt Planning

The teacher will evaluate the work/evidence from the lesson and identify the areas that need to be addressed. This may be pupils that require further support and/or pupils that require further challenge.

The planning will then be adapted for the following activity/lesson to address these misconceptions.
This could be:

- A short task during free flow 'in the moment' (either to address misconceptions or provide further challenge)
- A whole class activity or discussion
- Challenge questions (discussed or written, if suitable)
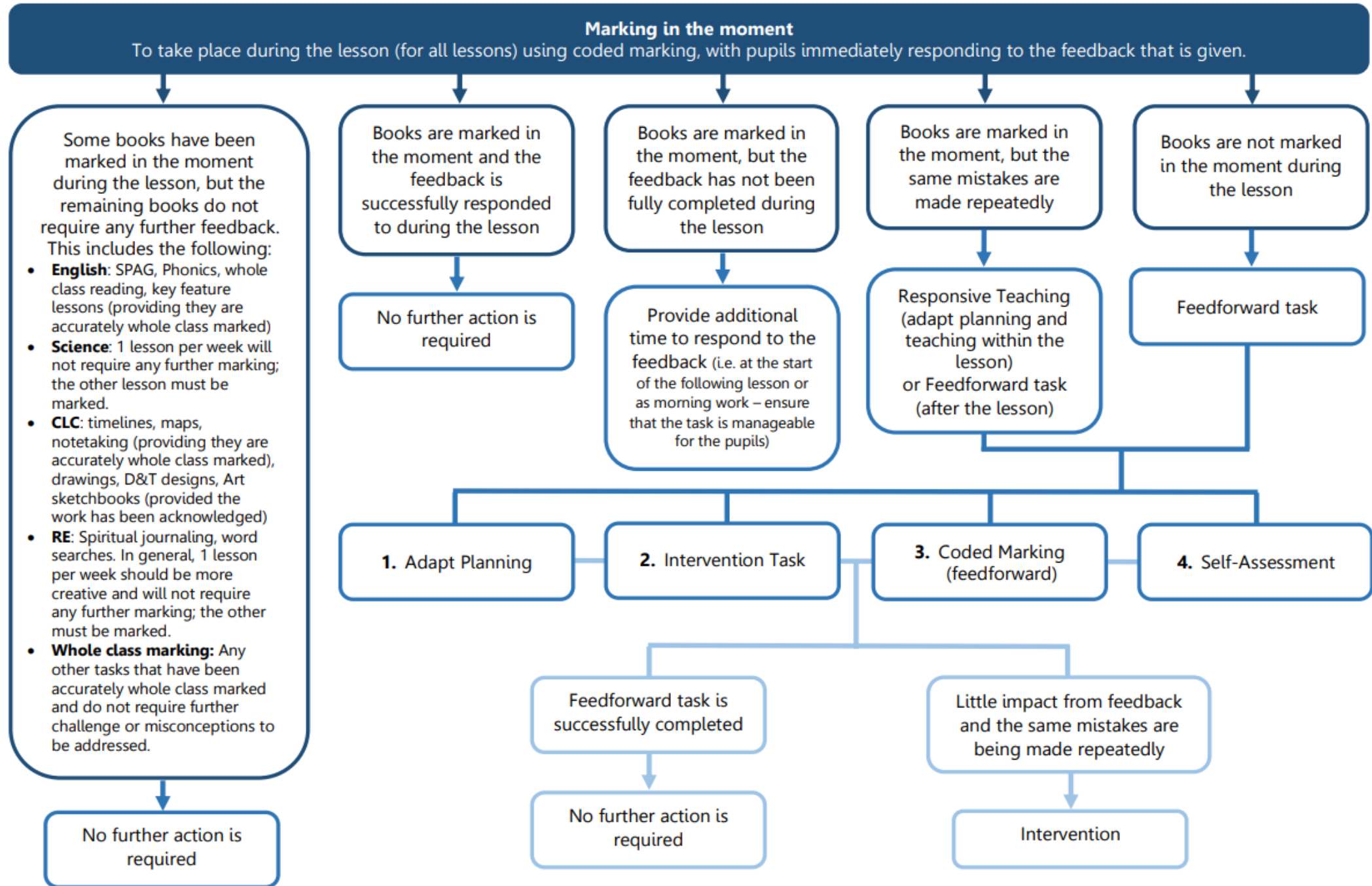
2. Intervention Task

The teacher will evaluate the work/evidence from the lesson and identify the pupils that require further support.

Following this, a short intervention will take place. This could be:
- A small group task with the teacher or TA
- Additional homework

Important Points

- Pink and green pens should be used to mark – pink for praise and green for growth.
- Throughout the day, pupils produce a balance of child-initiated and adult-led work. Only the **relevant work is dated and annotated** with the 'pupil's voice' to show the learning context and their level of understanding.
- Teachers and TAs will use the **marking codes** to mark the work.
- When doing **annotations**, these do not need to be lengthy descriptions, they simply need to note the keywords relating to the level of support that has been given or the pupil's comments that link to the areas of learning.
- All work should be verbally acknowledged and as much as possible, will be **marked with the pupil (Marking in the Moment).**
- The feedback should be constructive and positive, focussing on success and improvement needs against the areas of learning.
- Feedback needs to be **meaningful and manageable** for pupils.
- Feedback should model specific skills through child friendly vocabulary and questioning, alongside praise and encouragement.

Marking in the moment
To take place during the lesson (for all lessons) using coded marking, with pupils immediately responding to the feedback that is given.

Some books have been marked in the moment during the lesson, but the remaining books do not require any further feedback. This includes the following:

- **English**: SPAG, Phonics, whole class reading, key feature lessons (providing they are accurately whole class marked)
- **Science**: 1 lesson per week will not require any further marking; the other lesson must be marked.
- **CLC**: timelines, maps, notetaking (providing they are accurately whole class marked), drawings, D&T designs, Art sketchbooks (provided the work has been acknowledged)
- **RE**: Spiritual journaling, word searches. In general, 1 lesson per week should be more creative and will not require any further marking; the other must be marked.
- **Whole class marking:** Any other tasks that have been accurately whole class marked and do not require further challenge or misconceptions to be addressed.

No further action is required

Books are marked in the moment and the feedback is successfully responded to during the lesson

→ No further action is required

Books are marked in the moment, but the feedback has not been fully completed during the lesson

→ Provide additional time to respond to the feedback (i.e. at the start of the following lesson or as morning work – ensure that the task is manageable for the pupils)

Books are marked in the moment, but the same mistakes are made repeatedly

→ Responsive Teaching (adapt planning and teaching within the lesson) or Feedforward task (after the lesson)

1. Adapt Planning

2. Intervention Task

- Feedforward task is successfully completed
  → No further action is required
- Little impact from feedback and the same mistakes are being made repeatedly
  → Intervention

3. Coded Marking (feedforward)

4. Self-Assessment

Books are not marked in the moment during the lesson

→ Feedforward task

Feedforward Tasks

1. Adapt Planning

The teacher will look through the books from the lesson and identify the areas that need to be addressed. This may be pupils that require further support and input and/or pupils that require further challenge.

The planning will then be adapted for the following lesson to address these areas. This could be:

- Further time to improve the original work and/or address the errors.
- A short task in books (either to address misconceptions or provide further challenge)
- A whole class activity or discussion
- Challenge questions (discussed or written)

2. Intervention Task

The teacher will look through the books from the lesson and identify the pupils that require further support.

Following this, a short intervention will take place. This could be:

- A small group task with the teacher or TA
- Additional homework

3. Coded Marking (feedforward)

Mostly applicable to English and extended writing

The piece of work will be lightly marked and the coded marking will be fedforward as a focus for the next lesson.

The code that is being fedforward will be written on the top left-hand corner of the next page. The pupils should then be reminded to focus on this area in the next lesson.

4. Self-assessment

Mostly applicable to English and extended writing.

The Teacher may begin by re-addressing some of the misconceptions from the previous lesson.

The pupils will then complete a self-assessment task. This may be a checklist or editing and improving their writing with a green pencil (they can also make use of the marking codes).

This feedforward task should be used in combination with the other 3 tasks; it should not be used for every piece of writing.

Important Points

- Not all of the marking codes need to be used when marking in the moment – the priorities for the pupils should be selected and used.
- Pink and green pens should be used to mark – pink for praise and green for growth.
- **Maths, Science, English, CLC, RE** - Throughout the week, all of the pupils' books need to be marked in the moment <u>at least once</u>.
- **Whole Class Reading & SPAG** – For single lessons, such as Whole Class Reading and SPAG, all of the pupils' books need to be marked in the moment <u>at least once per fortnight</u>.
- **Science, CLC & RE** – The main focus of marking for these subjects will be to either address and clarify misconceptions or provide further challenge. The spelling of keywords and accurate use of capital letters must be addressed.
- Pupils must be given time to respond to the feedback in some way in order for it to be **meaningful and impactful**.
- Feedback needs to be **meaningful and manageable** for pupils.

Frequently Asked Questions

SEND, EYFS & Continuous Provision

1. **In EYFS and Continuous Provision, what work needs to be marked?**
    All adult-led work and most child-initiated work that shows evidence towards the areas of learning and the pupils' abilities.
2. **Should every piece of work be annotated?**
    No, not every piece of work. Annotations are needed when the pupil makes relevant comments that reflect their level of understanding and learning or to show what areas the pupil needed support in.
3. **How much do I need to include in my annotations?**
    Only the marking codes and the keywords relating to the level of support or the pupil's comments need to be noted. You do not need to write lengthy descriptions.
4. **How do we mark the SEND pupils' work?**
    Use the relevant SEND, EYFS & Continuous Provision marking codes.
5. **Do I need to use all of the marking codes on every piece of work?**
    No, you only need to use the codes that are relevant. All work that is marked should be briefly annotated, if applicable (see question 2).

KS1 & KS2

1. **How frequently should I be marking the children's work?**
    In each subject, every pupil's book should be marked in the moment **at least once per week**. The **books that are not marked in the moment should have a feedforward task** (unless the activities are in the specified list of activities that do not need to be marked – see the flowchart). All extended pieces of writing need to be marked (either marked in the moment or fedforward).
2. **How do we mark the SEND pupils' work?**
    Use the relevant SEND, EYFS & Continuous Provision marking codes.
3. **Do I need to use all of the marking codes on every piece of work?**
    No, you only need to use the codes that are relevant. The feedback that is given to the pupil needs to be meaningful and manageable, so too many codes will be overwhelming and unachievable.
4. **I want to give some feedback, but it is not listed on the coded marking, what should I write?**
    If the feedback does not fit with the coded system, then a **keyword** can be written as a reminder for the pupil.
5. **If I've marked in the moment and the child has completed more work after my marking, do I need to go back and mark the rest of the work?**
    No. Providing the pupil has responded to the feedback, you do not need to mark the rest of the work as that pupil has already received meaningful feedback.
6. **Are we expected to constantly recheck the books to make sure that feedback is responded to correctly?**
    No, you do not have to check every single book to make sure that all of the feedback is correctly responded to, but **you do need to be aware of the pupils who do not often respond to feedback properly and ensure that you regularly check in on those pupils**.
    If you notice that a pupil is repeatedly making the same errors, then this is where an intervention task would be needed to address the misconception.
7. **With the feedforward tasks, what if the next lesson is completely unrelated to the previous lesson?**
    Plan in a short amount of time at the beginning of the next lesson, or as morning work at some point *in the same week* to complete the feedforward tasks (these do not have to be written tasks, especially in KS1). It is always useful to revisit and build upon prior learning, even if the next lesson isn't entirely linked to the previous lesson.

Signed:

Headteacher

Signed:

Governing Body

Signed: 16th September 2025

Appendix 1: Key Research and Evidence around Marking & Feedback

Education Endowment Foundation: 'Teacher Feedback to Improve Pupil Learning Guidance Report' (2021):
"The main role of feedback is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted... the only thing that matters with feedback is what learners do with it. For feedback to be effective we need to create classrooms where students welcome and use feedback."

Effective feedback should:
- Be appropriately timed, purposeful and meaningful.
- Focus on moving learning forward.
- Consist of purposeful verbal feedback and/or time efficient, written feedback.
- Have a clear plan for how it will be received and used.

Specifically, high quality feedback should focus on *(see Appendix 2)*:
- The task – improving a specific piece of work or task (correct or incorrect, key features etc.)
- The subject – underlying processes that are used across subjects (e.g. SPAG or core skills).
- Self-regulation strategies – improving the pupil's ability to plan, monitor, and evaluate their work.

Dylan Wiliam, The Secret of Effective Feedback (2016):
"The amount of feedback we can give our students is limited. In the longer term, the most productive strategy is to develop our students' ability to give themselves feedback."

"Feedback should be more work for the recipient than it should be for the donor."

Education Endowment Foundation: 'Teacher Feedback to Improve Pupil Learning Guidance Report' (2021):
Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It is crucial to note that verbal feedback is not simply an 'easy' alternative to written feedback...careful thought and consideration are still required when delivering it.

"Written feedback (which includes comments, marks, or scores) are associated with improved pupil attainment when compared to no feedback or usual practice"

DFE: Eliminating Unnecessary Workload Around Marking: Independent Teacher Workload Review Group (2016):
"Teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback".

"All marking should be meaningful, manageable and motivating, with forms of self-assessment" Eliminating unnecessary workload around marking.

Education Endowment Foundation: 'Teacher Feedback to Improve Pupil Learning Guidance Report' (2021):
Pupils need to be given opportunities to act on feedback...After identifying a learning gap with effective formative assessment, feedback is then offered to close this gap. Only when that feedback is used by the pupil is the learning gap closed. (EEF, 2021)

National Association for Special Educational Needs: Differentiation – why and how?
EEF: Moving from 'Differentiation' to 'Adaptive Teaching' (2022):
Responsive teaching is being responsive to information about learning, then adjusting teaching to better match pupil need.

Appendix 2: Principles and Methods of Effective Feedback

Principles

1

Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil,* and the collective understanding of the *class.*

- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Methods

4

Carefully consider how to use purposeful, and time-efficient, written feedback

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.

- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5

Carefully consider how to use purposeful verbal feedback

- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

Appendix 3: Feedback relating to the task, the subject or self-regulation
EEF 'Teacher Feedback to Improve Pupil Learning Guidance Report' (2021)

Feedback more likely to move learning forward			Less likely
Task	Subject	Self-regulation strategies	Personal

Further information regarding the research and review process can be found on the 'Marking Review 2024 - Process & Plan' document.
This and all other relevant documentation can be found in:
Q:\Primary\Marking & Feedback Policy