



Feedback and Marking Policy

Category: Non-Statutory	Approved by: Teaching Learning & Care (TLC) Committee
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Linked Policies: Curriculum	

Our Christian vision

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

Aims of the Policy

This policy aims to ensure that at Woolhampton CE Primary school, we have a consistent and effective approach to feedback and marking across the school. We acknowledge the importance of reducing teacher workload and therefore our aim is to ensure that all feedback and marking is meaningful and has a positive impact on the children's learning.

Feedback

What is feedback?

Feedback is the information we provide to children about their learning - what they are doing well and how they can improve. This will include verbal feedback (from teachers, other adults and peers) and non verbal feedback, including written marking. Feedback is based on the assessment judgements made by staff in relation to children's progress and attainment in lessons.

Why provide feedback?

The purpose of all feedback is to further children's learning. By providing good quality, constructive feedback we are allowing children to be fully involved in their learning, take ownership of the progress they make and celebrate successes.

How is feedback used?

Written comments should only be used where they are accessible to children according to age and ability. Children should be given time to use feedback to improve their learning - e.g. at a basic level, to

correct spellings or simple mathematical errors. At the other end of the spectrum, to promote challenge, e.g. allowing children time to research and present work in an identified development area.

Effective feedback:

- is specific, accurate and clear
- redirects or refocuses actions to achieve a goal
- encourages and supports further effort
- should be given so that it is meaningful
- provides specific guidance on how to improve rather than just telling students when they are wrong

Types of feedback

1. Immediate 'Live' feedback – at the point of teaching to check for understanding and inform the next step in learning. Children to respond and reflect immediately.
2. Summary feedback – at the end of a lesson/task to further identify misconception (children are given time to reflect and respond to this).
Summary feedback might be given to the whole class, a group of children or an individual child)
3. Review feedback – this might be given away from the point of teaching and may be verbal or written. Children are given time to reflect and respond to this.
4. Whole class feedback based on further work needed to meet lesson objectives.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence (for observers)
Immediate	• May include teacher checking for understanding, including mini-whiteboards, book work, think pair share etc. • Takes place within lessons with individuals or small groups or whole class • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May redirect the focus of teaching or the task e.g., modelling or guiding through further examples	• Lesson observations/learning walks • Feedback reflected in work so that progress becomes evident • Evidence of annotations or use of marking code/highlighting

	• May include highlighting/annotations according to the marking code.	
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes- differentiated as appropriate • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer-assessment against an agreed set of criteria or review question • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Differentiated where appropriate • Provides teachers with opportunities for assessment of understanding • Marking should enable assessments to be made against a set of age specific expectations • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings • In foundation subjects frequent revisiting prior learning from the previous lesson for formative assessment. • Any areas of misconception noted and addressed in the next lessons.

Written Marking Expectations - Minimum Requirements

All work produced by children should be acknowledged as soon as possible after it has been produced via teacher, peer or self-review.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered. In the case of groups of pupils having a common misconception, it is essential for teachers to either address this immediately within the lesson, or adapt future planning to address this, rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this needs to be shared with the children either verbally or in writing.

In most cases, written comments will focus on extended pieces of written work, or extended tasks. These will allow children's efforts to be recognised and provide further guidance for future learning. Particularly in English, written comments linked to learning objectives and success criteria are likely to have most impact when provided during the drafting process, rather than the final piece. Specific praise is used to support positive learning behaviour.

Teaching Annotations

Sometimes, it is useful to show in the children's books where the children have been supported/scaffolded. This will be shown using the **code S**. When a child has then gone on to work independently, this will be shown using the **code I**.

Learning objectives

All lessons will have a learning objective (LO) which outlines the key objective of the lesson. If appropriate to the lesson, under the LO, the key knowledge of skills, or success criteria can be identified. These can then be used by staff and children to mark against. In maths and English, LOs will be marked with a tick or line to indicate whether a target has been achieved. Children may also sometimes self-assess against these criteria. In all other subjects, teachers will use the medium term plan documents to record which children have met, or not met, the learning objectives of the lesson.

Children with Special Educational Needs

When marking the work of children with Special Educational Needs and Disabilities, the range of abilities will be considered and reasonable adjustment will be made to ensure they are able to access the curriculum. This will include the following:

- For some children who have special needs, the date and title may be stuck in their books or an adult may scribe it for them.
- Some children will use laptops to record their written work.
- Where children find it hard to form letters of the correct size, yellow highlighted lines may be added to their books to support them to size their letters appropriately.

Implementation and review

The implementation of this policy is the responsibility of everyone at our school. This policy will be reviewed by staff and governors every two years. In monitoring the implementation of this policy, we are mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Marking Codes across all subjects

Staff will follow consistent codes to indicate omission or error.

LO	Learning Objective
I	Work done independently
S	Supported
	Check punctuation. CL = capital letter FS = full stop
SP	Spelling mistake
^	Something needs to be inserted.
	Check for sense or clarity.
.....	If the child is unsure of a spelling they will do this to remind them to go back and check when editing.
//	New paragraph needed
✓	This is a good example or a correct answer
●	A dot to show an answer needs to be corrected
	Finger spaces