HERON CROSS PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Date: February 2025

Review Date: February 2027

Heron Cross Primary School acknowledges the critical role of feedback in the teaching and learning cycle and strives to maximize its practical effectiveness. We are also aware of the workload implications of written marking and the research on effective feedback. Our policy is based on best practice evidence from the Education Endowment Foundation (EEF) and other expert organisations. EEF research indicates that effective feedback should:

- Be specific, accurate and clear
- Move learning forward
- Encourage pupil progress
- Be given sparingly so that it is meaningful
- Include strategies that encourage learners to welcome feedback and monitor whether pupils are using it
- Provide opportunities for pupils to use feedback

MARKING AND FEEDBACK SHOULD AIM TO:

- Motivate our pupils by demonstrating that we value their work and efforts, and encouraging them to value their own work
- Be meaningful to our pupils
- Be manageable for our staff
- Promote progress
- Move learning and thinking forward
- Encourage independence and accountability

WHO IS THIS POLICY FOR?

- Pupils – to ensure that the feedback they are provided with enables them to make progress.
- Staff – to enable them to use professional judgement in how best to provide feedback to their pupils.
- Leaders – to ensure that pupil outcomes and teacher workload are protected.
- Parents – to support them in understanding how feedback is provided to their children.

PURPOSE

- Celebrate success and/or to raise expectation of future success
- Identify learning needs and key priorities for improvement, promote self and peer assessment
- Correct errors
- Assess knowledge, skills and levels of understanding to inform planning, inform teacher assessment and reporting to parents

GUIDELINES

Sometimes lots of pupils will benefit from a next stop comment, other times, no one will. As a school, we will encourage our teaching team to use their professional judgement to decide when the right time to provide verbal feedback, written feedback or a next step

comment is the right approach. This judgement needs to be based on what will most positively impact that pupil's progress. If pupils continue to get the same next steps, it is expected that they have more taught sessions/support in order to make progress.

SEND AND INCLUSION

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils are limited and are well-thought out, it may mean supporting pupils to read comments, it may mean verbal feedback only is given and response is scribed.

Marking using the code system (in particular in English) should be kept to a minimum, reflecting pupils' individual needs and abilities.

FEEDBACK AND MARKING IN PRACTICE

Feedback is given at one of the three following stages in the learning process:

1. Immediate feedback – at the point of teaching during the lesson.
2. Summary and review feedback – at the end of the lesson/task.
3. During the next lesson – further teaching enabling the pupils to identify and improve for themselves areas for development identified by the teacher on review of work after a previous lesson has finished.

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.

METHODS OF FEEDBACK

Type of Feedback	What it looks like	Evidence (for observers)
Immediate	- Gathering feedback from teaching including mini-whiteboards, book work, partner talk etc - Takes place in lessons (live marking in blue pen) with individuals or small groups often given verbally to pupils for immediate action and for pupils to correct and move learning on - If given verbal feedback, teacher to write VF to show addressed error / misconception - Pupils to correct their work and make improvements and changes in green pen in KS2 and Y2 (in summer term) and green pencil crayon in KS1 - Teacher circulates during the lesson - May involve use of a teaching assistant to support or further challenge - May re-direct the focus of teaching or of the task - Could be the mid-point of the lesson ('Let's check to see how we are getting on) containing focused questioning	- Lesson observations / learning walks - Some evidence of annotations or use of marking code – if relevant

	and instant praise, verbal feedback and extension to individuals, groups or the whole class • EYFS and KS1 teachers (apart from Year 2 in summer term) may include highlighting in green if there are errors / corrections needed to be made with annotations from Marking Code in blue pen within the margin, particularly in English (Appendix 2) • KS2 teachers may include annotations from Marking Code in blue pen within the margin, particularly in English (Appendix 2) • KS2 teachers may include highlighting in green if there are errors / corrections needed to be made for SEND pupils (if working below Year 2)	
Summary	• Takes place at the end of a lesson or activity – often involves whole groups or class • May take form of self or peer assessment • In some cases, may guide a teacher's further use of review feedback, focusing on areas for development • Where necessary for pupils that have had 1:1 or individualised input, teachers are to comment with evidence of learning	• Lesson observations / learning walks • Some evidence of self and peer assessment
Review	• Takes place away from the point of teaching • May involve written comments / annotations for pupils to read / respond to • 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	• Acknowledgment of work completed • Written comments and responses / actions • Adaptation of teaching sequence
During the next lesson	• Time given at the beginning of the following lesson to correct errors / move the learning on • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving pupils time for areas to be worked on and improved through proof reading and editing own work • Next steps are analysed daily and errors and misconceptions are addressed in subsequent lessons, in particular in maths	• Errors corrected by pupils

Appendix 1

Feedback Codes

Feedback codes	
(green for growth)	area to develop /change (used by teacher / TA)
(green for growth)	Used by pupils to correct / edit work
sp	spelling mistake
. , ? ! (KS1 use)	specific punctuation missing
p (KS2 use)	missing punctuation
cl	missing capital letter or a capital letter has been used incorrectly
g	grammatical errors
x3 and relevant word	correcting letter formation or practising a spelling
VF	verbal feedback if discussed with an adult
✓	this learning is good / correct answer
●	error / answer needs to be checked
Ⓢ	supported work (written by the date)
☆	additional challenge question to move learning on – if needed

KS1 Marking Code system for pupil use

Marking

Your marking will be in the margin and will tell you things that you need to correct.

sp = spelling mistake	. , ? ! = specific punctuation missing	cl = missing capital letter or capital letter in the wrong place
∨ = missing word (read it out loud and check for missing words)	x3 correct letter formation / joins or practising a spelling 3 times	

KS2 Marking Code system for pupil use

Marking

Your marking will be in the margin and will tell you errors on a line.

sp = spelling mistake	p = missing punctuation	cl = missing capital letter or capital letter in the wrong place
g = grammatical errors (read it out loud and check the tense/ check that your sentence makes sense)	∨ = missing word (read it out loud and check for missing words)	x3 correct letter formation / joins or practising a spelling 3 times