



FEEDBACK AND MARKING POLICY 2026-2027

This feedback and marking policy complements the Teaching and Learning policy at St. Mary's Primary School. It is a vital component in maximising the full learning potential of all our children. It supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

PRINCIPLES

Our principles are based on the EEF 'Teacher Feedback to Improve Pupil Learning' Guidance report (2021). At St. Mary's, we know that done well, providing meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

FEEDBACK AND MARKING AT ST MARY'S:

1. Teachers lay the foundations for effective feedback by ensuring that teaching reduces the work feedback needs to do via high quality instruction in lessons.
2. Teachers deliver appropriately timed feedback that focuses on moving learning forward – it is specific and addresses the task, subject, and self-regulation strategies.
3. Teachers plan for how pupils will receive and use feedback and implement strategies that encourage learners to welcome feedback, and use it so pupil learning can progress.
4. Teachers carefully consider how to use purposeful, and time efficient, written feedback.
5. Teachers 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.
6. We have designed a school feedback policy that prioritises and exemplifies the principles of effective feedback and this informs ongoing professional development.

HOW WE IMPLEMENT THESE RECOMMENDATIONS AT ST. MARY'S.

Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults.

- Pupils benefit from marking and assessing their own work as this develops their responsibility to identify for themselves the facts, strategies and skills they have developed well and those they need to develop further. Therefore, self -assessment is a powerful tool which is employed. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.



- All adults working with children should give feedback on their learning although this will not always take a written form. Verbal feedback and 'on the spot' marking is highly effective and is employed within lessons as much as possible.
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school.
- Feedback may be written and/or verbal.
- It may be immediate or reflective (i.e. working with the child or marked away from the child). Wherever possible, the feedback given will be immediate as this is proven to have the greatest impact.
- Children should be given regular opportunities to respond to marking and feedback as soon as possible after it has been given. It is important in instances where this extends or deepens and consolidate learning. However, responding to marking must not become so time consuming that it distracts from new teaching and learning occurring.
- Feedback identifies where children have been successful in their learning and may highlights areas for improvement or extra challenge. Most importantly, marking should help to motivate pupils to progress. Writing in-depth comments or being universally positive is not impactful: sometimes short, challenging comments or oral feedback are more effective. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels
- It should also take into account children's targets and their progress towards these
- It is not a routine expectation that each piece of work be marked with next steps or targets. Rather, the next lesson should be designed to take account of these next steps.

FEEDBACK AND MARKING IN THE AfL CYCLE

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support the LOs; appropriately adapted learning activities/ levels of support/ scaffolding etc.)



- Skillful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- The 'my- turn give; your turn' approach to teaching allows for feedback to be given to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement
- Feedback and marking given will inform planning for learning

MARKING STRATEGIES

Approaches:

- **Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms:
 - Annotated notes on plans
 - Observations in Learning Journals
 - Or may be indicated by the code VF
- **On the spot feedback** – this can take the form of verbal or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above)
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children' progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained? If the children are not of an age or ability to interpret and act on the comments given, then it is not justified to give them.
- Are comments spelt correctly?
- **Self –assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess



and evaluate their own learning/work). In KS1, this can take the form of a conversation between adult and child and the improvement to be noted in subsequent work completed by the child.

- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement - this can begin when children are able to read and write so as to effectively assess their friends' work.

EXPECTATIONS

- All learning and work produced by the children will aid teachers' assessments and inform future planning.
- Any work that has been peer assessed will be reviewed by the teacher but not necessarily re marked.
- Ideally, all work will be marked by the next lesson.
- Sustained pieces of independent writing will be marked to take into account spelling and grammar. Feedback may be given via a written comment.

In Religious Education:

In Religious Education, feedback seeks to affirm each child's developing knowledge, understanding, and personal response to faith. When pupils are able to access written feedback independently, teachers may provide age-appropriate comments that recognise their learning and contribution. Verbal feedback is the primary form of feedback in RE and will be given promptly during lessons wherever possible, enabling immediate reflection, clarification, and growth in understanding.

In literacy:

- Long and independent writing opportunities will be marked after each piece and in time for the next session. The teacher highlights with a yellow pen good examples based on success criteria. The work is given a picture of a face (either happy, normal or sad dependent on how well the success criteria has been met). A comment by the teacher further enforces the 'stars' aspect of the work and may detail an area for improvement. When it is deemed by the teacher that the children are of an age and ability to interpret comments, then they will have time to respond to the marking and improve their work. The children will respond to this marking and complete any actions so it is clear to see where the work has been further improved.



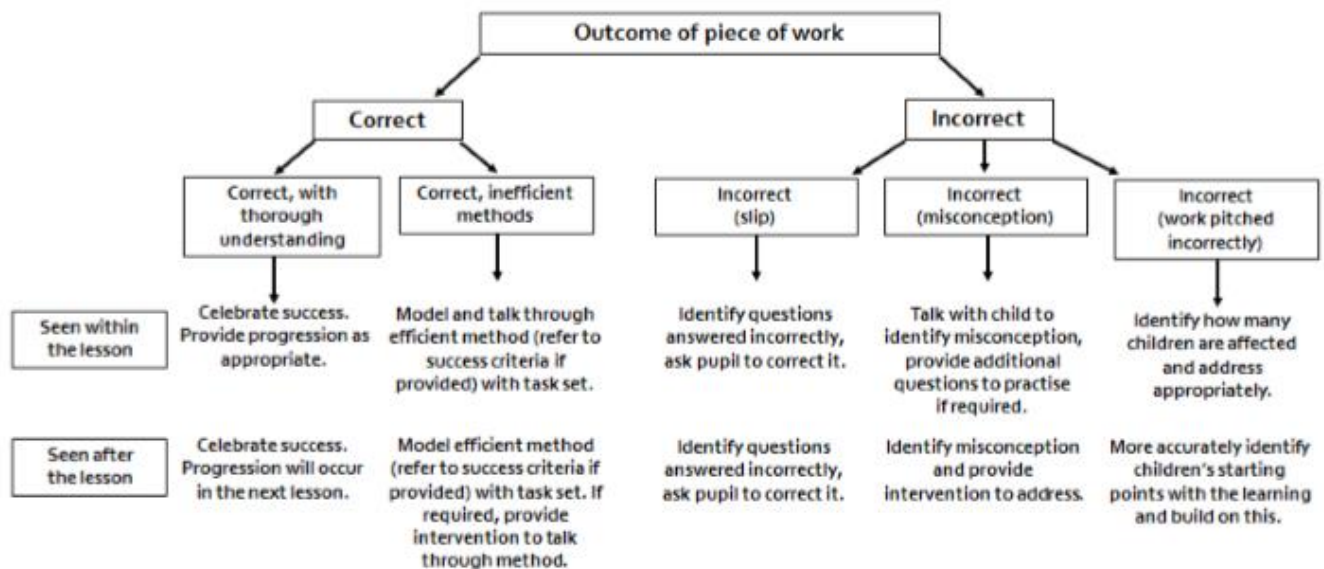
- Reading journals/ Guided reading books will be marked after each session and in relation to the objective/key skill. If a piece of writing is the response to the text, then it will be marked to assess what it demonstrates in terms of the children's understanding. The teacher may also wish to provide indicators for spelling, punctuation and grammar. Good features of the writing may be indicated via the use of a highlighter and have a face to indicate how well the objective has been met but may only have a reminder prompt as a next steps indicator.
- If a task set was to ascertain children's comprehension, then any need for clarification or further explanation will be indicated to the children via question prompts which the children will have the opportunity to respond to.

In numeracy:

- Correct answers will be ticked. Incorrect attempts will be marked with a dot and highlighted in green (as an indicator for 'growth'). As in Literacy, a face will be given to indicate success against the objective in blue pen.
- For slips, it is enough to simply indicate where each slip occurs, particularly when we are encouraging pupils to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
- Misconceptions will be dealt with by the teacher/ TA with the pupil as soon as possible (if possible, during the lesson). Peer marking will feature heavily within KS2 maths so that instant intervention may be given to ensure that children do not fall behind/ develop misconceptions and are all able to work at an age appropriate level as per a mastery approach.



The table below summarises the possible outcomes of children's work in mathematics and the likely responses from the teacher.



- **In other areas of learning:**
 - Feedback and marking needs to acknowledge progress towards the learning objective and should be carried out in blue pen.
 - When writing has taken place, this will be assessed on the basis of subject specific skill but again the teacher may wish to give indicators for spelling, punctuation and grammar.
- 'Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for development.

APPENDIX A – MARKING CODES



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Marking Codes – KS 1

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

S – support given

G – guided group work

Success criteria and targets achieved will be highlighted in yellow

Areas identified for improvement will be highlighted in green

Teachers' written feedback is given in blue

TAs' written feedback is given in blue with their initials

Stamps, stickers and **smiley faces** may be used to encourage, acknowledge good work and learning objectives achieved. Merit marks may also be awarded.

Marking Codes – KS 2

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

S – support given

SW – shared write

G – guided group work

Teacher marks successes with ✓

Success criteria and targets achieved will be highlighted in yellow

Areas identified for improvement will be highlighted in green

Teachers' written feedback is given in blue

TAs' written feedback is given in blue with initials

II	Spelling mistake
II	Doesn't make sense
O	Wrong case letter or missing piece of punctuation
Λ	Missing word
NP //	New paragraph
~	Choose a better word

Stamps, stickers and **smiley faces** may be used to encourage, acknowledge good work and learning objectives achieved. Merit marks may also be awarded.

GUIDANCE FOR OTHER STAFF MARKING WORK IE SUPPLY STAFF

- Pieces of work will be given a general comment on how well it meets the learning objective and may give an indication as to how work will be improved.
- In maths, incorrect answers will be clearly marked.



APPENDIX B – SELF AND PEER EVALUATION PROMPTS

This involves a variety of ways where the children identify their own successes and make improvements. Marking ladders/ SC are one way this is employed as is the children picking out examples of where the SC has been met in each other's' work.

Class 1 children also use 'Thumbs up/Thumbs down (with heads down!) to which allows pupils to give an immediate response in a secure environment.

Most Y2 children become ready to evaluate each other's work in Spring/summer. They pick out examples by using the smiley face against the success criteria. Children begin to tick their own success criteria as soon as possible.

Key stage 2 children also 'peer assess' highlighting good examples of where the SC has been met etc Clear rules have been established so this marking is fair and respectful.

Peer Marking

- Partners of mixed ability may be used and this is a highly effective approach
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Each class will develop their own rules for Peer Marking and the below is to be used for suggestions as to what may be developed with the children.

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work



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- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)