



Striving together for excellence and enjoyment

Feedback and Marking Policy

Policy updated: June 2023

Policy Review: July 2025

Signed (Headteacher)

Signed (Chair of Governors)

The purpose of this policy is to make it explicit how pupils' work will be marked and feedback given. All members of staff are expected to be familiar with the policy and to apply it consistently.

Feedback and Marking

Feedback is an integral part of the teaching and learning cycle, and we aim to maximise the effectiveness of its use in practice. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Marking should be:

- meaningful
- manageable
- motivating

Manageable, Meaningful and Motivating Marking

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to planning and teaching lessons.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and to incorporate the outcomes into subsequent planning and teaching.

Motivating: Marking should help to motivate pupils to make progress. This does not mean always writing in depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

The difference between marking and feedback

Marking refers to the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' written work.

Feedback refers to providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills. This can be verbally or in writing. Verbal feedback is indicated by a VF in a child's book, as outlined in the chart at the end of this policy.

Link to the Teacher Standards

Feedback and Marking of the outcomes of children's learning forms part of the teacher standards as demonstrated below:

- Promote good progress and outcomes by pupils
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment

Verbal Feedback

With younger children, and across practical subjects such as Art, DT, Music and PE, there is a recognition of the importance of verbal feedback, which can have a significant impact on progress and attainment. It is the responsibility of subject leaders to ensure that effective systems are in place to promote verbal feedback and to monitor its effectiveness.

The Use of Learning Intentions and Success Criteria

All staff have received training since September 2022 on the use of Learning Intentions and Success Criteria. This training forms part of the induction for new staff. Targeted marking refers to marking that is linked to learning intentions and success criteria. (LI and SC). This is applicable to all subjects.

There are 3 stages to targeted marking:

1. Learning Intentions and Success Criteria

These are written in child-friendly language and shared with children at the start of each lesson. They should be used to assess learning at the end of each lesson and referred to as necessary through the lesson. All children should have the LI and SC in their books for English and Maths and a LI for other subjects.

2. Tickled Pink / Green for Growth

Tickled Pink = Pink highlighter is used to mark evidence of achieved objectives in children's work
Green for growth = Green highlighter is used to mark any area where child could have done better.

3. Scaffolded comments (Closing the gap comment)

'Closing the gap' comments should explain the green marks and indicate further steps for improvement. Comments should be made about those things which the teacher has asked the children to pay attention to or to challenge them further.

When children receive their books back after marking they must be given time to read and respond to the comments from the marking and feedback. Teaching Assistants should be deployed to support particular children who need further support to meet LI and SC.

As children progress through the school they should be taught how to assess themselves and mark against the criteria, noting that comments should always be honest and supportive. When this practice is established children should be encouraged to self-mark and peer mark when appropriate, as this enables them to increase personal responsibility for their learning.

Feedback and Marking Guide

We use “Tickled Pink” and “Green for Growth” marking. Adults marking books use green pen.

	Learning is correct (tick if appropriate eg Maths and highlight correct learning in pink)
	Learning is incorrect (comment if needed to support child to correct)
	Next step comment, can be used when all learning is correct for a challenge
I	Work completely independently
S	Supported by an adult (please add ratio eg. 1:6)
VF	Verbal Feedback given
^	Missing word or part of word
Sp	Spelling to correct
C	Capitalisation required
.	Full stop missing
Gr	Grammatical error to correct