



St Leonard's

C of E Primary School

Feedback and Marking policy

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'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Introduction

At St Leonard's, we recognise the importance of feedback as part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. **Feedback focuses on moving learning forward, targeting specific gaps in learning and ensuring pupils improve and make progress.**

We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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.

Principles of effective feedback

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- feedback should empower children to take responsibility for improving their own work; the children must work hard and think carefully when acting upon feedback given
- written comments should only be used where they are accessible to students according to age and ability; and as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided to pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF to ensure that:

- children are provided with timely and purposeful feedback that furthers their learning.
- teachers are able to gather accurate information about children's learning and next steps.
- teachers adjust their teaching both within and across a sequence of lessons.

Frequency of feedback

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 a review of work completed, the purpose of this will be to enable the teacher to adapt future teaching.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at different stages in the learning process:

1. Immediate feedback – at the point of teaching

2. Summary feedback – mid lesson learning stops, at the end of a lesson/task

3. Next lesson feed forward - further teaching enabling the children to identify and improve for themselves areas for development that have been identified by the teacher or complete an additional challenge

4. Summative feedback – away from the point of teaching, tasks planned to give teachers definitive feedback about whether the child has securely mastered the subject material (usually an end of unit review, test etc)

At St Leonards, these practices can be seen in the following ways:

Type	What it looks like	Evidence/Impact
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from the teaching within the course of the lesson, including whiteboards, bookwork • Takes place in lessons with individuals or small groups • Often given verbally for pupils to action immediately. • May involve teaching assistants to provide support or further challenge • May redirect the focus of teaching or the task • May include highlighting/ annotations according to the marking code 	<p>Lesson observations</p> <p>Learning walks</p> <p>Book monitoring – evidence of highlighting/annotations/use of marking code</p> <p>Pupil interviews - Children able to explain how they acted upon the feedback given</p>
Summary	<ul style="list-style-type: none"> • Takes place at the end of the lesson or activity • Involves all adults contributing to the summary sheet. • Involves the whole class or groups • Provides an opportunity for evaluation of learning in the lesson • Involves children self or peer assessing their own work against success criteria. • May be a quiz, mini test before the lesson ends (plenary) to guide teachers’ review feedback based on areas of need 	<p>Lesson observations</p> <p>Learning walks</p> <p>Some evidence of self and peer assessment (red pen on work)</p> <p>Marking and feedback sheet completed</p> <p>Quiz and mini tests may be recorded in books.</p> <p>Pupil interviews</p> <p>Book monitoring</p>

	<ul style="list-style-type: none"> ••May guide teacher's further use of review feedback, focusing on areas of need 	
Next lesson feed forward	<ul style="list-style-type: none"> •Corrections completed independently or through verbal feedback with an adult or peer • Proofreading and editing own and others' work. • Annotations for children to respond to • Editing of work is analysed by teachers and teaching assistants in the lesson. Any errors and misconceptions will be addressed in the lesson through feedback or in subsequent lessons. • Challenge activities provided to extend learning 	<p>Lesson observations</p> <p>Learning walks</p> <p>Some evidence of self and peer assessment (red pen on work)</p> <p>Marking and feedback sheet completed</p> <p>Evidence in books of pupils editing and re-drafting their work in red pen in the lesson</p>
Summative	<ul style="list-style-type: none"> • End of unit quiz or test to check understanding • Application of skills task e.g. through problem solving and reasoning questions • Provides teachers with opportunities to assess children's understanding • Adaptation of future lessons through planning, grouping or adaptation of tasks • Targets can be set for pupils' future attention or immediate action 	<p>Lesson observations</p> <p>Learning walks</p> <p>Amended planning</p> <p>Comments on teachers' marking and feedback sheets</p> <p>Assessment/pupil progress meetings</p>

How pupils receive feedback

At St Leonard's, we also plan for how pupils will receive and use feedback. A variety of factors influence how pupils respond to feedback. These include pupil motivation, self-confidence, trust in the teacher and the child's capacity to manage the information.

Teachers should:

- Discuss the purpose of feedback with the pupils and discuss **why** feedback is being given. Make it explicit that it is not to be critical but because we have high standards and we fully believe the children can meet them.

- Modelling the use of feedback – this can be done either by peers or by using anonymous work under the visualiser so that children know **how** to improve their learning.
- Provide clear and concise feedback – we do not want to overload the children with feedback.
- Ensure children understand the feedback given.

Effective verbal feedback

Teachers should target the verbal feedback towards the learning objective, using the language set out in the initial stages of teaching. Teachers can refer children to the success criteria in order to provide a clear and targeted discussion. Children could be asked to write down the main points the teacher has just given them during a verbal discussion.

Whole class feedback – As well as discussing pupils’ work individually, teachers use visualisers to share and collectively discuss examples of work. Before showing a child’s work to the class, the teacher will check this is OK with the pupil, and explain why this is a positive activity, as their work will help the rest of the children to improve. Following a whole-class discussion about the examples, the class might then switch to paired talk to identify (for example) where full stops should go. After eliciting improvements from the class, the teacher and the children all work together to model an improved version of the answer via the visualiser. By offering feedback whilst showing previously completed or ongoing work, the feedback remains focused on the task.

At St Leonards, we have established a culture of all learning together so that pupils do not feel threatened by the use of their work being used to model together; it is framed as ‘helping others learn’, which echoes the collaborative approach of whole-class feedback.

1:1 Discussions – Where necessary, children will receive 1:1 feedback to ensure they understand the feedback they are being given and know how to act upon it.

English and foundation subjects

- Draw a small tick next to the learning objective/question to show that the child has achieved the question/learning objective and the child has received feedback either 1:1 or through whole class feedback.
- Written adult comments should be neat, legible and written in blue pen.
- Children to use **purple** for corrections they have made based on teachers’ feedback or any corrections they identify themselves.
- Rubbers should not be used by children. Children should be taught to cross out neatly with one line using a ruler.

- Feedback may also be given through peer review, plenaries and in small group sessions.
- In Year 5 and Year 6, children will be encouraged to make a note of the grammar skills they have used in their writing in the margin using a code system in their draft piece of writing. For example; FA = fronted adverbial.
- Spellings should be corrected in the margin and children are to copy them out 3 times in purple pen and correct the error in their piece of work/writing. Please ensure when you correct the spelling it is written using the correct cursive handwriting and is clear for the children to correct. Maximum 3/4 per piece as we don't want to discourage children by correcting every spelling.
- Only correct spellings of words that are age appropriate for the children (e.g. high frequency words). You could have these up in your classroom or a copy for children to refer to.
- We want the children to be adventurous with their word choices and use higher level vocabulary so encourage them to have a go at spelling more tricky words. If they are unsure on how to spell these words, they should draw a wiggly line underneath the word to indicate that they were unsure of the spelling but wanted to use the word. You can show them how to spell this word either on a whiteboard or in the margin and they can correct in purple pen.
- Subject specific vocabulary should also be corrected on pieces of work in the foundation subjects at an age-appropriate level.
- For English lessons, annotate your lesson plans during and at the end of the English lesson.
- For the foundation subjects, write down any notes and evaluations on the medium term plan.

English – independent piece

When children complete their independent piece in English,

- Use green highlighter to show where the child has met the year group objectives from the KLIPs.

Children should be taught how to proofread and edit their own written work. This needs clear teaching, modelling and guidance before the children are expected to do this for themselves.

- Please don't underline or circle where an error is. Children should be encouraged to find the errors themselves.

- Children can then correct the error in purple pen. Children need time to understand their misconceptions in order to learn from them. Simply being told/shown where their error is will not support their learning so please ensure time is given for them to work on editing/improving their work.
- If you want a child to start their work again as they have misunderstood what was asked. Write 'Started again' underneath their first attempt in blue pen. They can then start again underneath in pencil/black pen.
- Children need to be responsible for their own learning as much as possible and they have to think hard about how to improve their work. These will be discussed with the children as 'desirable difficulties' and 'marvellous mistakes.' These should be celebrated and encouraged as they help us learn. When modelling writing during shared writing, the adult can make some small errors and ask the children to identify them. This shows the children that mistakes are ok and we can learn from them.
- If they are unable to do this, then support will need to be given e.g. a greater clue as to what the error might be (use of marking code) or additional teaching may be required. This would also be recorded on the feedback sheet to address in the next lesson. You may need to show individual children an example of what you want them to fix or re-teach to a small group.
- If lots of children have the same misconception, it is important to stop the whole class **or have a separate lesson** to give whole class feedback under the visualiser and ask all children to correct in purple pen if they have made that mistake.

Share examples (children's and modelled examples) with children at the start and throughout ALL lessons by putting work under the visualiser (mid-lesson learning stops).

Maths

- Use blue pen to mark the children's work. Do not use green highlighter.
- When marking their own/other' work, children should use a coloured pencil crayon. They should tick or dot correct/incorrect answers and then go back through their work and correct mistakes in purple pen. This must be reviewed by the teacher.
- **For maths lessons, complete the marking and feedback sheet at the end of each lesson. These will be monitored alongside planning.**

All marking by all adults in school must be done in blue pen.

Children always respond to feedback in purple pen.

Recognising Personal Achievements

Pictures of children's work can be shared with:

- Other staff members/classes
- Parents via Class Dojo
- On the school newsletter
- On the class page of the school website
- On a proud work wall

Monitoring

This policy will be regularly monitored by subject leaders and the Senior Leadership Team to ensure that it is highly effective and that it is improving children's learning.

This policy will be shared with all supply teachers.

This policy will be reviewed annually.