

Feedback and Marking Policy



Cam Everlands Primary School

"We believe, achieve and celebrate"

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1. Aims

The aim of this policy is to establish a clear framework for providing effective feedback to pupils, ensuring that it supports their learning and development in line with the school's vision of "we believe, achieve and celebrate." This policy aims to foster a culture of continuous improvement, where pupils feel valued and motivated to reach their full potential.

If applied correctly, this will help to enable children to become reflective learners, supporting them to close the gap between what they can currently do and what they are expected to be able to do.

2. What is effective feedback?

"Effective feedback is an essential part of the Education process. At its heart is an interaction between teacher and pupil: a way of acknowledging pupil's work, checking the outcomes and making decisions about what teachers and pupils need to do next." (DfE,

Hattie & Clarke (2019) stated that "'Feedback' is arguably the most critical and powerful aspect of teaching and learning."

Effective feedback could be defined as feedback in which information about previous performance is used to promote positive and desirable development. It is a vital mechanism to identify and share misconception and gaps in learning with the pupils.

The Education Endowment Foundation research identified that the core principles of effective feedback are that:

- **It should focus on improvement:** feedback should help pupils take greater responsibility for their own learning.
- **It should be specific:** it should include information on what a pupil has done well and what then need to improve with an explanation why.
- **It should be timely:** it can be effective during or immediately after learning.
- **It should not be limited to written marking:** verbal feedback can have a higher impact.

Where feedback aims to give the pupil information to improve their learning and understanding, we refer to this as next steps.

3. Roles and Responsibilities

Senior Leadership Team

- Ensure the feedback policy is implemented consistently across all classes.
- Provide training and support for staff on effective feedback practices.
- Monitor the impact of feedback on pupil progress and engagement.
- Ensure that the feedback policy balances workload with best practice.

Teachers

- Deliver feedback that is constructive, timely, and specific to the learning objectives.
- Use various feedback methods to cater to different learning styles and needs.
- Encourage pupils to reflect on feedback and set personal learning goals.

Pupils

- Engage with feedback positively and actively seek clarification when needed.
- Take responsibility for their own learning by reflecting on feedback received.
- Set personal targets based on feedback to improve their performance.

Parents and Carers

- Understand the feedback process and how it supports their child's learning.
- Engage in discussions about feedback with their child and teachers.
- Support their child in acting on feedback to enhance learning outcomes.

Governors

- Hold senior leaders to account to ensure that the policy is being applied correctly
- Liaise with senior and middle leaders to check the impact of the policy across a range of subjects

4. Implementation Strategies

How does it work? When is it used?

During the lesson, teachers and teaching assistants will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive, encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts.

Teachers and teaching assistants will effectively intervene with groups across the class giving immediate feedback on the children's work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

Marking in books is to be completed using two pen colours which contrast with the pupil's work.

- **Pink** is used to identify work which has been done correctly ("tickled pink")
- **Green** is used to identify errors, misconceptions and to share 'next steps' ("growing green")

Types of Feedback

- **Verbal Feedback:** Immediate and specific feedback during lessons to reinforce learning.
- **Written Feedback:** Detailed comments on pupils' work, highlighting strengths and areas for improvement (next steps).

- **Peer Feedback:** Pupils give and receive feedback from their peers to develop collaborative skills.

Frequency of Feedback

- Feedback should be provided regularly and consistently, with a focus on the lesson objective
- In line with EEF recommendations, we do not specify a specific the amount or frequency of feedback as this will depend on the task. Feedback can be effective during, immediately after and sometime after learning.

Feedback Methods

Use a variety of methods, including:

- Marking and annotating work.
- One-on-one discussions.
- Group feedback sessions.
- Digital platforms for sharing feedback (e.g. use of visualiser)

Training and Development

- Provide ongoing professional development for staff on effective feedback strategies.
- Share best practices and resources among staff to enhance feedback quality.

Monitoring and Evaluation

- Senior and middle leaders to regularly review the impact of feedback on pupil progress through data analysis and classroom observations.
- Gather feedback from pupils on the effectiveness of feedback practices.

5. Conclusion

This Feedback Policy is designed to create a supportive and effective learning environment for all pupils at Cam Everlands Primary School. By implementing this policy, we aim to enhance pupil engagement, foster a growth mindset, and ultimately improve educational outcomes.

6. Related Policies

- **Assessment Policy:** Procedures for assessing pupil progress and incorporating feedback into learning.
- **SEND Policy:** Ensure that feedback practices are inclusive and meet the needs of all pupils, including those with SEND.

7. Appendences

Implementation

EYFS

Autumn	Verbal
Spring	Verbal <u>and</u> <ul style="list-style-type: none">• Adult directed green time during Drawing Club• Self-marking during phonics
Summer	Verbal Adult directed green time during Drawing Club Self-marking during phonics <u>and</u> <ul style="list-style-type: none">• Self-marking once per Drawing Club unit using visual key for<ul style="list-style-type: none">✓ Start it right – capital letter✓ Sound it out – segmenting for spelling✓ Sitting still – forming letters correctly using lines✓ Word space – leaving a space between words✓ Finish it tidy – full stop

Key Stage 1

- Most lessons will begin with a 5-10 minute review of previous learning where children will have the opportunity to demonstrate their understanding and what they can recall. This will also be an opportunity for the class teacher or TA to work with a group of children for focused feedback, ensuring any pre-teaching to remedy misconceptions or gaps in understanding for all pupils is effective, ready for the next stages in any learning.
- Knowledge organisers used in science, geography, history, art and DT show key vocabulary and the disciplinary skills in each unit and is stuck in pupils' books. Key features from these knowledge organisers such as key vocabulary is highlighted and taught explicitly.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible upon completion of the lesson with the adult initials in pink pen at the end of the piece of work.
- There is no expectation that staff will write a written comment. Notes from the lesson and observations through book reviews will help teaching points for the following day. Teachers will use the agreed formats.
- Where an extension or challenge happens, children will attempt this in purple pen too.
- Feedback code sheets should be displayed in Year 1 and Year 2 classrooms and be understood by the pupils.
- Date and Learning objectives need to be displayed on all pieces of work. This may include labels/stickers.
- High expectations of presentation are expected reflected by the learners' coordination and skill. Pupils are not allowed to write on the front cover of their exercise books.
- Verbal/written comments should be positive and give suggestions on ways the child can improve or deepen their understanding of the specific learning skills.

- Not all spellings will be marked, however, in Year 1 and 2, spelling correction will focus on High Frequency Words and Common Exception Words. One main spelling will be corrected throughout children's writing.
- Marking misconceptions should be done in green pens. Positive comments should be made in pink.
- Improvements and corrections by pupils should be done in purple pen.
- Full editing lessons may be planned in the weekly overview to enable children to edit a piece of writing leading to their final outcome.
- In Maths, if a child has made an error in calculation or within a word problem, this will be indicated with a green dot next to the calculation or word problem. This then indicates where children need to refocus their learning. Not all wrong answers will be corrected however it is expected that teachers will work on the correction of the process. This could be through a grouped feedback session or be addressed at the start of the following lesson.

Key Stage 2

- Most lessons will begin with a 5-10 minute review of previous learning where children will have the opportunity to demonstrate their understanding and what they can recall. This will also be an opportunity for the class teacher or TA to work with a group of children for focused feedback, ensuring any pre-teaching to remedy misconceptions or gaps in understanding for all pupils is effective, ready for the next stages in any learning.
- Knowledge organisers used in science, geography, history, art and DT show key vocabulary and the disciplinary skills in each unit and are stuck in pupils' books. Key features from these knowledge organisers such as key vocabulary is highlighted and taught explicitly.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible upon completion of the lesson with the adult initials and short date in green pen at the end of the piece of work.
- There is no expectation that staff will write a written comment. Notes from the lesson and observations through book reviews will help teaching points for the following day. Teachers will use the agreed formats.
- Where an extension or challenge happens, children will attempt this in purple pen too.
- Date and learning objectives in all Year 3-6 books should be written by children themselves and underlined in accordance with the expectations documented later in this policy. Teacher discretion for pupils with significant need will be used to determine if this cannot be completed by the child independently and an alternative way of documenting the date and learning objective will be used.
- High expectations of presentation are expected reflected by the learners' coordination and skill. Pupils are not allowed to write on the front cover of their exercise books.
- Not all spellings will be marked, however, in Years 3,4,5 and 6, spelling correction will focus on Common Exception Words and the age-appropriate National Curriculum word lists. 3 main 3 main spellings will be corrected throughout children's writing.
- Marking misconceptions should be done in green pens. Positive comments should be made in pink.
- Improvements and corrections by pupils should be done in purple pen.
- Full editing lessons may be planned in the weekly overview to enable children to edit a piece of writing leading to their final outcome.
- In Maths, if a child has made an error in calculation or within a word problem, this will be indicated with a green dot next to the calculation or word problem. This then indicates where children need to refocus their learning. Not all wrong answers will be corrected

however it is expected that teachers will work on the correction of the process. This could be through a grouped feedback session or within an arithmetic focus group session.

- Rewards such as Dojo points will be used at the teacher's discretion. Learners should be rewarded for excellent work by showing other teachers and members of the Senior Leadership Team.

Written Marking Codes

- **VF** Verbal feedback given directly to the pupil
- **PM** Peer marking taken place during lesson
- **SM** Self marking taken place during lesson
- **SC** Self corrected
- **Scribed by...**
- **===** Doubled underlined word if the child or adult is unsure about a spelling
- **WS** With support
- **IW** Independent work
- **^** Include a missing word
- **→** Next step in next piece of work
- **Whent** Error
- **//** Use of paragraph needed to structure information

Marking Codes

Effort		Task	
C	I could have tried harder with my learning.	*	I need more support with my learning.
B	I tried most of the time but could have been more persistent.	**	I understand the task but need more practice applying my learning.
A	I tried my hardest and was completely focused on my learning.	***	I have mastered the task and can apply my learning.