Sherdley Primary School

Marking and Feedback Policy

Date agreed:	September 2026
Review date:	September 2029

'Growing Together, Respecting Each Other'

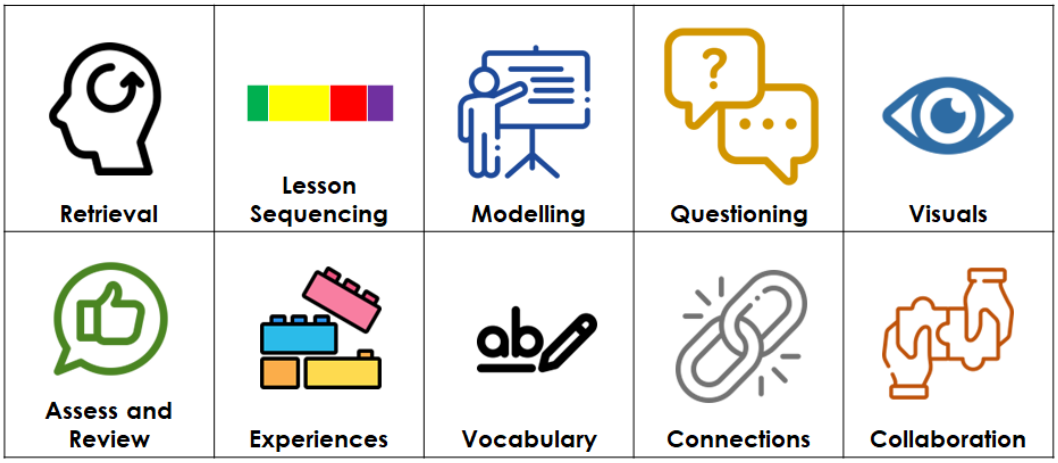
Purpose and Rationale

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Through careful feedback, we can assess what children have learnt, how they have learnt and what their strengths and areas for development are. Responding to children's work, through constructive feedback acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

All responses to children's work, whether written or verbal should motivate children to learn and progress to the full extent of their individual capability. We aim to mark positively to raise self-esteem but also recognise that it is not always helpful to be over effusive as this does not move the learning on. We also allow for self and peer-assessment where the child can recognise their strengths, difficulties and mistakes and accept guidance from their peers. At Sherdley Primary School, we aim to provide a feedback system that is caring, positive and consistent.

Pedagogical Principles at Sherdley

This policy is designed to support and enhance our existing teaching and learning practices at Sherdley. As with that, so this policy too is guided by the work of the EEF, the Great Teacher Toolkit, Rosenshine's Principles of Instruction, and a host of other literature to ensure our pupils learn as effectively as possible. This policy forms guidance that strengthens our existing practices and aligns with our fundamental pedagogical principles.



Aims for Feedback and Marking

The purpose of feedback and marking should be to further a child's learning. This can be done in a variety of ways but should always be done with the view to support thinking and secure understanding.

Feedback can be given in a variety of ways but is often verbal and 'in the moment.' It should be the priority of all staff to provide effective intervention as immediately as possible which children can act on. Marking is a tool that can assist the delivery of feedback by either provide written notes or instruction to support a child at the time of writing or to enable them to reflect on learning once it has taken place.

When thinking of feedback, we group this into three key stages:

Prior *Before independent learning*	**In the moment** *During independent learning*	**Responsive** *After independent learning*
• During any lesson input through effective modelling, clear delivery of	• Delivered by staff circulating the learning space and giving precise	• Through either written feedback that should be actioned, or through

instruction or planned assessment coupled with immediate feedback	'in the moment' feedback to support the current activity.	planned whole-class feedback as the start of the next session.

Expectations

Teaching staff are expected to:

- Provide marking and feedback that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement.
- Judge whether written or verbal feedback should be given as appropriate.
- Provide high-quality instruction, including the use of formative assessment strategies, before providing feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Provide pupils with opportunities to reflect and act on feedback in a timely manner.
- Remind pupils of their targets and how these targets can be achieved in lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions, and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- When appropriate, offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted regarding this.
- Provide positive and pupil-friendly marking and feedback.

Pupils are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Actively work to meet their targets and action any suggested improvements.
- Take responsibility for their learning.
- Evidence any action taken from feedback using red responder pens.

Early Years Foundation Stage

Children in Early Years settings learn through short bursts of focussed teaching, carefully planned provision activities and high-quality interactions throughout the space. As such, most feedback given should be verbal.

Prior

- Staff **recap prior learning**, revisit and review to support children's ability to engage with the environment.
- Modelling is an essential part of feedback. **Staff model activities** both through resources such as the whiteboard, but also physically at the activity, demonstrating how to engage and be successful.

In the moment

- **Verbally marking children's actions** and learning helps them to understand how they are performing and what success looks like.
- **Scaffolding activities** based on need supports engagement.
- Using suggestions and **leading interactions** moves children to planned outcomes.
- Using **resources** such as phoneme charts allows staff to teach effectively in the moment across a range of subjects.

Responsive

- **Reflective comments** such as 'I like how you…' or 'Tell my why you…'.
- Staff **recap previous learning** by returning to linked activities in provision.

Staff may choose to highlight work in line with suggestions for KS1 and KS2. They also use a range of highlighter colours for assessment purposes - these do not directly link to proving children feedback.

Key Stage 1 & 2

Prior

- Staff **recap prior learning**, revisit and review to support children's ability to engage with the environment.
- **Clear learning objectives**, and **skilful exposition** around this, inform children clearly of what learning will focus on a informs them what they should do to be successful.
- Where appropriate, **success criteria** can be given or co-constructed with a class to signify what is expected during the session.
- During teacher-led moments of input, **staff model** how to access and complete an activity to a high standard, demonstrating how to engage and succeed with the activity provided.
- The use of appropriate tools, such as **visualizers**, support clear and precise delivery and helps children see the small steps of progress needed.
- **Effective questioning** provides the teacher with the insight needed to support children's learning and adapt the lesson so that the need for feedback is lessened later into the lesson.
    - Staff can call on a range of strategies to support this, such as cold calling, multiple choice questions, think pair share etc. **Hinge questions** come in a variety of forms, and it is for the teacher to choose the most effective at any given time.

In the moment

- Staff focus on **live marking** during lessons – using the school's written marking code in conjunction with verbal feedback. These one-to-one interactions are the most crucial for helping children see where they are succeeding and what needs to improve before misconceptions embed.
    - To facilitate this most effectively, staff **circulate** the room to check on as many pupils as possible. This relies on good classroom management, deployment of staff and ensuring all children are focussed and 'on task.'
- Examples of either strong practice or key errors that can act as **learning moments** for the whole class can be shared as appropriate. Again, visualizers can play a key role here in displaying and modelling to the room.
- Staff may choose to halt the lesson to make **adaptations in the moment** as a response to the developing work of the class.
- Pausing to deliver **whole class input** is effective when common errors are arising from a whole class.

- Supporting children to **self-mark** their work, particularly for children in Years 5 or 6, gives quick and effective feedback to children while reducing the burden of marking for the teacher.

Responsive

- Work in books should be looked at by an adult, either during or after the lesson. Use of **written marking** takes place at this point, using highlighters in the first instance.
- **Written comments** that must be actions, or question and challenge our pupils can be added, especially for those who regularly succeed and need to be pushed further.
- The **next lesson** or curriculum sequence may be adapted in response to children's work.
- Teachers may plan to deploy adults differently to provide additional support, or **structure interventions** around the output children produce in lessons.
- **Whole class feedback** can be planned to start the next session, ensuring that common errors or misconceptions are tackled before any further steps are taken in the module.

Forms of Feedback

Feedback is most impactful when it is timed correctly. Staff are encouraged to deliver feedback in a variety of ways to have the greatest impact on the learner.

1. **Verbal feedback**, delivered in the moment and addressed immediately, is show typically to have the greatest impact and be the least costly in terms of time taken to deliver it. We should prioritise live marking and helping children to address errors and misconceptions as they arise. This may include adapting and changing lessons midway through to deliver feedback to the whole class.
2. **Whole class or group feedback** can be delivered either at the start of the next lesson, as a response to having identified common errors and misconceptions in learning from looking at books, or during lessons as changes to prevent errors embedding as they take place.
3. **Peer marking and feedback** is an effective tool when planned for effectively and given proper scaffolding and support. Children can see this as a low-stakes approach when delivered via their peers.

Written Marking

During lessons, staff use a form of 'dot marking' where green highlighters are used to indicate areas that meet the success criteria and yellow highlighters are used to indicate areas for where a correction is needed. Where appropriate, written feedback is added in **green ink pen**.

Written feedback is most effective where it identifies strengths in relation to success criteria and next steps in terms of improvement. Staff add positive written comments where a child has succeeded in relation to their learning objective or success criteria.

➔ We use a clear arrow in green pen to indicate an action which needs to be taken by the child.

The improvement prompt supports the child to understand what they need to do to further develop or improve their work. The prompt should create a need for the child to respond and continue the feedback dialogue with the teacher. Prompts need to be effective, so we use three different types depending on the child and the learning:

Action – where a specific improvement needs to be made.

Question – where an open-ended question checks or extends thinking.

Challenge – where further extension or challenge is given.

Opportunities to respond to feedback should be planned for and adequate time allowed for children to respond. Children can use their **red responder** to:

- Carry out the improvement prompt
- Self edit or mark to identify strengths and improvements
- Peer assess using verbal feedback and comparing against success criteria

A child's use of their **red responder** pen is how we identify that actions are taking place after feedback. They clearly indicate reponses, additions, edits or correction made by the child after staff support them to improve their written tasks.

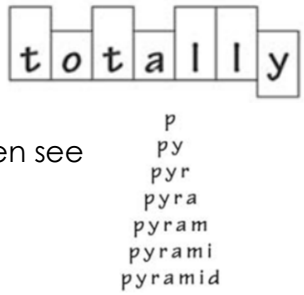
When giving feedback or setting targets, teachers will consider any SEND the pupils have and will adjust to suit their individual needs, in line with the SEND Policy

Marking Spelling

It is essential that errors in spelling are addressed with children to continue to build strong foundations for future writing and communication.

In any piece of work, we expect no more than three to five spelling be identified for children to correct. Typically, this will be done using the standard yellow highlighters, but a range of other strategies can support the development of strong spelling moving forward.

- Identifying a key spelling to be copied in repetition three times can support the building of muscle memory. This works best through conversation with the child to identify why their original attempt was incorrect.
- Highlighting just the incorrect section of the word draws attention to where the child went wrong and can highlight phonetic errors.
- Asking a child to draw 'sound buttons' or lines around a correct spelling of the word to segment it into its constituent phonemes.
- Drawing around a word or 'boxing off' the letters or phonemes helps children to see ascenders and descenders and visually identify letter placement in that word.
- Creating pyramid words forces repetition of the word and helps children see and hear each letter separately.



Workload

We understand that providing feedback, in particular written marking, is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback move a pupil's understanding forward?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary. If a teacher has a query, their phase leader or relevant subject leader will be available to offer guidance and support regarding the school's procedures.

Monitoring

The SLT and curriculum leaders will ensure that these guidelines are being used consistently throughout school by carrying out regular monitoring. Occasionally this scrutiny may also be carried out through external monitoring. This is to ensure that feedback is having a positive impact on children's learning and the children are acting upon prompts. The focus of monitoring will typically focus on how feedback has moved learning forward for that child, or how a learner has responded to prompts and evidenced this in their work.

Appendix

Marking Code for Staff

Mark used by staff:	How or when it is used:
	Green highlighters should be used to indicate where pupils have achieved something positive or have achieved the learning objective. All written marking should also be in green ink.
	Yellow highlighters are used to show where a correction is needed, or an action needs to be taken by a pupil.
	We use a clear arrow, in green ink, to how or give an action or next step which needs to be given by the child. This could take the form of a challenge stuck into the child's book.
O	We use a circle in green ink to indicate when a piece of punctuation is missing.
sp	We use 'Sp' in green ink to indicate when a child has spelt a word incorrectly. This may be above the word, in the margin or at the end of a paragraph depending upon the age and abilities of the child.
	We use a green tick to indicate when a child has answered something correctly and it is not necessary to highlight the full piece. For example, a selection of fluency questions in Maths.
	We use a 'dot' marking approach when a pupil has made an error or answered a question incorrectly.
∧	A small green arrow can be used where a pupil needs to add a missing word.