SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL
Marking and Feedback Policy

Date of Review:	September 2025
Next Review Date:	September 2027
Reviewer	SLT

Introduction

Marking and feedback is an integral part of the teaching and learning cycle. It serves as a tool for assessing individual and school performance. Marking and feedback should be diagnostic and inform children of the next steps needed in their learning in order to improve their work.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback should:

1)   Redirect or refocus either the teachers or the learner's actions to achieve a goal

2)   Be specific, accurate and clear

3)   Encourage and support further effort

4)   Be given sparingly so that it is meaningful

5)   Put the onus on the student to correct their own mistakes, rather than providing correct answers for them

6)   Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DFE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Principles of Marking and Feedback

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

●   The sole focus of feedback should be to further children's learning; Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification. Where significant support has been offered i.e. address certain misconceptions staff will use the approaches set out in this document so that this is obvious.
●   Feedback should empower children to take responsibility for improving their own work and promote self/ peer assessment into a wider process of engaging the child in his or her own learning.
●   Children should receive feedback either within the lesson itself or in the next appropriate lesson. Incisive feedback is a dialogue that takes place in the moment, as learning is being completed. The 'next step' is usually the next lesson with the teacher adapting their teaching accordingly.
●   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.

Marking and Feedback in Practice

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 one of four common stages in the learning process:

1.   Immediate feedback – at the point of teaching
2.   Summary feedback - at the end of a lesson/task
3.   Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4.   Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

The marking and feedback may be given on a group basis as well as on an individual one.
Quality feedback is most effective when it encourages and motivates rather than being over critical by simply highlighting errors alone.

Effective questioning should be used in response to students' work to prompt reflection and action for improvement. This may involve a "tell me more" type questioning approach that should be used to give feedback and further learning.

Consistency in Marking

Where written marking is appropriate, colours will be used to highlight strengths (pink) and areas for development (green). Teachers use highlighters/ pens in the relevant colours. Children are given time to respond to marking (written or verbal feedback) before the next piece of work/ learning.

Were written feedback is appropriate:

- The school 'Marking Code' should be used.
- Marking should always be neat and adults need to model excellent handwriting.
- Children's responses will be made in purple pen.
- Children may, where appropriate, (e.g. mental mathematics, spelling) self-mark work, or mark another child's work in red pen and initial it.
- If relevant, key words should be identified and written at the end of the work for the child to practise. When appropriate, children can find the correct spellings themselves.
- In mathematics, teacher marked work, should be marked with a pink tick and incorrect work with a green dot. Children should use a purple pen to make corrections.

Frequency of Marking and Feedback

Verbal feedback and dialogue should be embedded in every session. It should be specific to the learning intention/ success criteria and identify both positives and next steps so that the child has a clear understanding of how to move learning forward. Children should be encouraged to review their own or another child's work, supported by the teacher in this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

At the same time as ensuring high quality marking which impacts positively on the learning, the marking must be manageable. There is no expectation for the frequency of written marking and feedback, this is dependent on the judgement of the teacher.

Codes Used for Marking

Codes are introduced in KS1 and developed as children progress through the school.

VF - verbal feedback (where appropriate, however verbal feedback will also be evident through use of the purple pen and improvements to work)	**^** - omitted word/s
S - supported	**//** - new paragraph
Capital letter 'I' to indicate wholly independent work (younger children)	**Sp** – to indicate a spelling error depending on age / ability of child