



## Sharpness Primary School - Feedback and Marking Policy

### Purpose and Aims

At Sharpness Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our Feedback policy provides guidelines to all staff on the way we respond to children's work and give feedback. This policy aims to ensure that feedback:

- Recognises what pupils do well
- Improves pupil outcomes and progress
- Promotes pupil ownership and self-regulation
- Reflects evidence-based principles
- Supports all pupils, including those with SEND
- Encourages a growth mind set and resilience
- Enables teachers to make informed adaptations to planning and instruction
- Maintains a sustainable workload

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and the Department for Education's (DfE) research into teacher workload which emphasises that marking should be: **meaningful, manageable and motivating**.

The EEF 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
- Provide specific guidance on how to improve and not just tell pupils when they are wrong

The most important activity for teachers is the teaching itself and they should lay the foundations for effective feedback through high-quality teaching and formative assessment; deliver appropriately timed feedback that focuses on moving learning forward; and plan for how pupils will receive and use feedback, ensuring opportunities to act on it (EEF, 2021).

### Principles of Effective Feedback

Our policy has at its core a number of key principles:

- Feedback is provided as part of assessment processes and takes many forms other than written comments.
- The sole focus of feedback and marking should be to move learning forward, targeting a specific gap in learning (i.e. there is a clear purpose) and does not include vague or general comments.



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- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Teachers' professional judgement should guide feedback delivery, taking into account pupils' self-confidence, motivation and capacity.
- Feedback delivered closest to the point of teaching is more effective than written comments provided at a later date.
- Written comments should only be used where they are accessible according to age and ability.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written feedback.
- 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.
- All pupils' work should be reviewed at the earliest appropriate opportunity so that it can impact on future learning.

Within these principles, our aim is to make use of good practice approaches outlined by the EEF toolkit to ensure that pupils are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### **Feedback and Marking in Practice**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained to allow them to adjust their teaching. Feedback occurs at one of three common stages:

- 1) Immediate feedback – at the point of teaching during the lesson
- 2) Summary feedback – at the end of a lesson
- 3) Review feedback – away from the point of teaching including written comments

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. As a school we place considerable emphasis on the provision of immediate feedback.



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| Type             | What it looks like:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Immediate</b> | <ul style="list-style-type: none"><li>• Includes teacher gathering feedback from teaching – use of whiteboards, book work etc.</li><li>• Takes place in lessons with individuals or small groups</li><li>• Verbal feedback to individuals, groups or whole-class feedback</li><li>• May involve use of a teaching assistant to provide support or further challenge</li><li>• May re-direct the focus of teaching or the task</li><li>• Live marking - may include highlighting/annotations according to the marking code</li></ul>                                                  |
| <b>Summary</b>   | <ul style="list-style-type: none"><li>• Takes place at the end of a lesson or activity</li><li>• Often involves whole groups or classes</li><li>• Provides an opportunity for evaluation of learning in the lesson</li><li>• Self or peer assessment against an agreed set of criteria where pupils review, improve or correct their work</li><li>• In some cases it may guide a teacher's further use of review feedback, focusing on areas of need</li></ul>                                                                                                                       |
| <b>Review</b>    | <ul style="list-style-type: none"><li>• Takes place away from the point of teaching</li><li>• May involve concise written comments against a clear learning intentions</li><li>• Provides teachers with opportunities for assessment of understanding</li><li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks which may be addressed through whole class feedback in the next lesson and summarises strengths and misconceptions using examples</li><li>• May lead to targets being set for future attention of immediate action</li></ul> |

### Purpose and Frequency of Evidence-based Strategies

| Type                        | Purpose                                                            | Frequency                                                     |
|-----------------------------|--------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Verbal feedback</b>      | Addresses misconceptions and moves learning forward in the moment. | Ongoing, in every lesson.                                     |
| <b>Live marking</b>         | Provides instant support and identifies next steps without delay.  | Used regularly during extended tasks.                         |
| <b>Whole-class feedback</b> | Reduces workload; models quality; supports metacognition.          | Used periodically following assessment or key pieces of work. |
| <b>Written feedback</b>     | Clarifies specific learning points or celebrates achievement.      | As needed; not expected for every piece of work.              |



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|                               |                                                     |                     |
|-------------------------------|-----------------------------------------------------|---------------------|
| <b>Self and peer feedback</b> | Builds reflection, independence, and collaboration. | Routinely embedded. |
|-------------------------------|-----------------------------------------------------|---------------------|

Our school uses a simple colour-coding system to make feedback clear and consistent:

- **Green:** Positive comments to celebrate success and highlight strengths.
- **Pink:** Next steps or areas for improvement to help move learning forward.

Written pupil responses to feedback should be carried out using a purple polishing pen which will show that they have attempted to assess and improve the quality of their work following **Pink** comments.

Editing by the children begins in KS1 at basic word level – capital letters, full stops, and CEWs. In KS2, children build up to sentence and then paragraph level, and for a variety of purposes. The editing process must be taught, and the should be completed using the child's **purple** polishing pen.

### **Marking Approaches at Different Stages and Subject-Specific Key Areas**

#### **All Pupils**

Work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks.

Teachers will:

- Use formative assessment to identify learning gaps before giving feedback
- Ensure feedback is accessible and developmentally appropriate for all learners including pupils with SEND which may involve modelling, repetition, or scaffolded re-teaching
- Adapt feedback to promote understanding and success
- Ensure pupils understand and act on feedback (e.g., through 'fix-it time' or redrafting).
- Balance time between giving feedback and enabling response

#### **EYFS and Key Stage 1**

Review marking will only lead to write comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code and symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.



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### **Key Stage 2**

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a pupil has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

### **Reading**

Feedback should address:

- The specific skill(s) being taught
- Basic sentence level punctuation, including specifically linked or current teaching of phonics and spelling when there is a written response required

### **Writing**

Feedback should address:

- Accurate use of capital letters and full stops
- Letter formation
- Sentence construction appropriate to age and stage
- Current learning in phonics and spelling, grammar and punctuation (if written feedback, spellings may be underlined using a wavy line)
- Text features within the current writing sequence/unit/book

### **Maths**

Feedback should address:

- Number reversals
- Limited/plausible answers when explaining/recording problem solving question or deepen-it questions
- The correct use of mathematical vocabulary
- One square per digit to secure place value

### **Subject Specific Vocabulary**

When marking work in a subject such as science, teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment.



## **Sharpness Primary School - Feedback and Marking Policy**

### **Monitoring**

Leaders will focus monitoring on impact (evidence of pupil improvement and engagement). Feedback practices will be reviewed termly through work sampling, learning walks, pupil voice, and staff consultation.

### **Equal Opportunities**

This policy encourages the practice of inclusion for all.

### **Related Policies/Documents**

Equality and Diversity

Equality Information and Objectives

Teaching and Learning

Safeguarding

SEND

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# Marking Policy

## Annex 1

### Marking symbols

S = Supported work

V = Verbal feedback – may not always be recorded

ST = Supply teacher

Additional editing symbols and codes which may be used:

|       |                                                             |
|-------|-------------------------------------------------------------|
| P     | Punctuation                                                 |
| ~~~~~ | Spelling error (may have correction above or in the margin) |
| Gr    | Grammatical error                                           |
| ^     | Word missing                                                |
| /     | New line needed                                             |
| //    | New paragraph needed                                        |
| ? /   | I don't understand/ does this make sense? Are you sure?     |

Additional pictorial symbols may be used in EYFS to support the children's understanding before being introduced to a more formal approach.