



## Effective Feedback and Marking Policy

Lockerley C of E Primary School

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### Introduction

*'Feedback is one of the most powerful influences on learning and achievement.'*

Hattie & Timperley 2007

In Hattie's research, comparing 500 Meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement. However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively affected...

'Feedback must answer three major questions asked by a teacher and/or by a pupil:

- Where am I going? (What are my goals?)
- How am I doing? (What progress is being made toward the goal?)
- Where next? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective feedback including marking and response is consistently utilised across our school to benefit our pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning objectives/ focus and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current desired performances.

### Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Effective feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own, and others learning.

**Processes:** Different types of feedback occur during teaching and learning in our school.

**Oral feedback:** Oral feedback is the most effective form of feedback if used effectively during the lesson. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience of the children. Teachers' oral feedback needs to be focused mainly around the learning intention/ outcome of the task, and is therefore focused during the lesson or as close to after the written marking has taken place, i.e. at break time directly after the session has taken place or before the next lesson starts/ progresses. Feedback can be given to an individual, to a group during 'cutaways' or to the whole class 'pit-stops'. Where verbal feedback has been used to give a response to written work the task will be annotated 'TT' (Teacher Talk. In the Foundation Stage and KS1 dialogue and comments may be used to clarify and will be written underneath the word. The **TT (Teacher Talk mark) has to be related to the learning intention/ outcome otherwise children can become confused.**

### **Distance Marking**

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. Most effective marking occurs when the work is marked together face-to-face, but if this can not occur, and the work is marked away from the child, the following should be consider:

Can the child read my comments?

Can the child understand my comments?

Do you allow the child time to read your comment?

Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

**Acknowledgement Marking:** This is a courtesy look at the work, and may include a tick and initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

**Praise** We want to recognise and praise good work in order to boost confidence and self-esteem. At Lockerley we like to use stickers, stampers or award house points. **Please remember that empty praise is as ineffective as empty criticism; therefore make your praise specific.**

### **Progress Marking**

Incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. This is when success (blue – brilliant blue and improvement needs (green – green for growth) are highlighted against the learning intention. Asking for some small improvement is rich in its impact on children's work and their attitude to improvement and learning. This would not take place for every piece of learning, and with training and modelling effectively by the teacher/LSA, children can be encouraged to mark their own and each other's' learning using this approach. This approach can be done verbally, especially with young children, as well as in written form.

The focused improvement comment should help the child in 'closing the gap' between what they achieved and what they could have achieved in accordance with the lesson's outcome. Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils yet be easily executed, enabling pupils to move forward and be aware of how they are improving. Examples of feedback can be found in the appendix. When considering feedback teachers need to consider:

1. Does my feedback inform the pupil what they have done well and what they need to do to improve further?

2. Relate to planned learning intention/ outcome and success criteria?
3. Can feedback be read clearly and be understood?
4. Does feedback indicate a next step/ improvement in learning?

When progress marking, attention should be given to spelling, grammar and punctuation in line with the stage of development of the pupil and strategies used to support their development. If the response required is spelling, no more than 3 spelling corrections for a piece of work will be given. The spellings that should be corrected in the main should be common words, specific stage appropriate words or repetitive mistakes.

If Progress Marking has taken place after the lesson, time must be allocated for the child to respond to the marking. Response made by a child to progress marking must then be acknowledge by the teacher/ LSA with an initial.

### **Self and peer-assessment**

Children should be involved as far as possible in the analysis and constructive criticism of their own learning. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become an integral part of the process of learning.

When self-assessing their work, children will make amendments using their 'purple polishing pens'. This could include marking, editing or suggesting their own next steps.

When peer marking, a purple polishing pen will also be used, with peer support noted by the drawing of two purple stick figures accompanied by the marker's initials. This could include suggestions of what the children has done well and what their next steps could be, against the learning objective.

Ground rules to be put into place when individual or paired marking occurs. These include:

The pupil needs time to reflect on, and check his or her writing before a response partner sees it.

The response partner should begin with a positive comment about the piece of learning.

The response partner should ask for clarification rather than jump to conclusions.

The response partner may benefit from a success criteria to give a clear focus to what they are looking for.

Some examples of self evaluation prompts:

*I liked...*

*I learned...*

*I think I will...*

*I never knew...*

*I discovered...*

*I was surprised...*

*I still wonder...*

### **Role of other adults supporting learning**

HLTA/ LSA will mark with groups of pupils or 1:1 if they have been working with them following the marking code and this policy. All work supported by an LSA should be identified by the code **LSA**

### **Non Negotiable Procedures for Marking**

- All marking to be carried out in blue and green pens.
- All marking should be done in a clear legible handwriting
- The marking code should be used
- The code is accessible to all pupils in the learning environment
- All pupils work is to at least be 'acknowledgement marking' and be initialled by Teacher or LSA.

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In our school, the following strategies are used to give our children positive and effective marking and feedback:

- Talk partners
- Peer/ Teacher oral/ written feedback
- Children are encouraged to look at each other's learning in a celebratory way in a gallery format
- Reward stickers for effort and achievement of all kinds
- Thumbs up/ thumbs down at the end of lessons/ modules of learning
- Paired response
- Progress marking
- Praise, Stickers & House points
- Self-assessment
- Success criteria – teacher led and children encouraged to contribute to this.
- Acknowledge marking
- Honesty answers

### **Responsibilities**

It is the responsibilities of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility of monitoring that the policy is being consistently carried out in their subject area.

The SENDCo is responsible of ensuring that the policy is appropriately adapted and implemented for SEND pupils.

It is the responsibility of the Headteacher to ensure that effective feedback is monitored and evaluated as part of the evaluation of teaching and learning across the school.

It is the responsibility of the Governing Body to ensure that this policy effectiveness is monitored and evaluated by the Headteacher and review this policy annually.

### **SEND and Inclusion**

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, size or reading it to them. It may mean recording oral feedback and response in the written form. Such requirements should be identified in the Individual Support Plan as required.

### **Monitoring and Evaluation**

Monitoring of this policy will be done through work scrutiny led by the Head Teacher or Subject Leaders as and when appropriate. It will be monitored for the whole school consistency and to identify support needed for teachers/ adults. It will be used to evaluate teaching and learning and progress. This will be part of the information collected from observations, pupil interviews and data to inform teaching over time and school improvement.



## Feedback & Marking Code

	Correct	Purple pen comments	Self-assessment
			Peer assessment
		S	Teacher support
	Incorrect	LSA	LSA Support
Written green comment	Next step	* I	Independent
CL	Capital Letter	TT	Teacher Talk
FS	Full stop		
SP	Spelling		

\* - used in Key Stage 1 and for identified pupils in Key Stage 2

### Feedback prompts requesting response

Some examples

English	Maths
Read your work – can you add...	Look back at your work. Can you add...
Find the sentence that doesn't make sense and re-write it at the bottom of the page. The sentence underlined in green needs changing. Try and change it using...	Can you find where you went wrong?
What is wrong with this sentence?	What is wrong with this calculation?
Now try these...Deeper or HOT not more of the same.	Now try these...Deeper or HOT not more of the same.
Is there another way you could write this? Sentence underlined in green.	If the answer was xx what could the question be? Flipped learning.
Finish this sentence	Finish this calculation
Highlight the sentence where you have used an...	
WOW this sentence by adding...	
Tell me...	Tell me...
Show me...	Show me...
Explain to me...	Explain to me...
What could you add to improve...	What could you add to improve...
What if?	What if?

Shirley Clarke's Effective Feedback book gives other examples of feedback responses.