



# Feedback and Marking Policy

|                           |                |
|---------------------------|----------------|
| Date Reviewed             | September 2025 |
| Date next due for renewal | September 2027 |

*Learning at Stivichall is a passport for life*

**“Where anyone is trying to learn, feedback about their efforts has three elements-the desired goal, the evidence about their present position, and some understanding of a way to close the gap between the two”**

**Sadler, 1989**

## **Rationale**

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and links directly with curriculum planning and assessment.

**How children's work is received and the quality of the feedback given to them will have a direct bearing on their lifelong learning attitudes and their future achievements.**

At Stivichall Primary, 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.

The evidence of best practice from the Education Endowment Foundation, Department for Education and other expert organisations underpins our policy. 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 students when they are wrong.

The emphasis is that marking should be: **meaningful, manageable** and **motivating**. Feedback should have minimum impact on teacher time with maximum impact on pupil learning and outcomes.

## **Key Principles:**

Our policy on feedback is based on the following principles:

- the sole focus of feedback and marking should be to further children's learning;
- written comments should only be used where they are accessible to children according to age and ability;
- feedback delivered closest to the point of learning is most effective and, as such, feedback delivered in lessons is more effective than comments provided at a later date;
- feedback takes many forms: verbal or written comments, annotations, symbols, stickers or stamps, peer or self-assessment;
- it should motivate children to make progress by celebrating their successes and identifying errors and future areas for improvement;
- 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 feedback should be manageable for both staff and pupils;
- all pupils' work should be reviewed at the earliest appropriate opportunity so that it might impact on future learning and inform future planning.

**Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviour and attitudes**

## What does assessment look like at Stivichall Primary School?

A combination of summative assessment and daily formative assessment are an integral aspect of teaching and learning at Stivichall Primary to enable us to monitor children's progress and impact upon that progress as quickly as possible.

**Summative assessment** are planned for specific points across the year to measure the progress of individual and groups of pupils over time. Planned summative assessments are carried out to help monitor children's progress and attainment. It is sometimes referred to as 'assessment of learning' and is often linked to levels and age related expectations (ARE). Summative assessments are used in a formative way to feed into future planning to address gaps in learning and move children on.

**Formative assessment** is an integral part of our daily practice carried out in different ways, during various points in a lesson and taking different forms. Formative assessment is carried out by pupils, peers, teachers and teaching assistants. The formative assessment book should be used to capture pertinent details about a lesson referencing achievement and challenge. Progress Pauses should also be used to capture whether key learning has been committed to long term memory. Formative assessment should be used to further children's learning in a meaningful, motivational and manageable way.

It is vital that work that children undertake in lessons is evaluated and information obtained from this is used to adjust teaching. Feedback occurs at one of three common stages in the learning process (see appendix 3 for more detail about each stage of feedback):

1. **Immediate or live feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task
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, which promotes self-reflective learning and allows pupils to respond immediately and demonstrate that they understand the feedback.

### **Marking Procedures**

- General and positive commentary will be marked in green. Worked marked in pink indicates an amendment or improvement is required.
- **Green for good; pink to think**
- Where possible, work will be marked with the children during the course of the lesson to provide immediate feedback.
- Teachers' writing must be neat and legible following the school's handwriting policy.
- Photos of children's work can be used as evidence but should demonstrate what learning has been achieved and marked accordingly.
- Misconceptions should be addressed in groups or as a class during the lesson or at the beginning of the next lesson in response to children's work. This would be evident and without the need to write lengthy comments.

- Self-assessment - pupils are encouraged to reflect on their own learning and may assess their own work.
- As part of self-assessment, children edit their work in response to feedback using a purple pen.
- As part of the marking and feedback cycle, teachers should revisit and mark the pupils' response.
- Teachers and pupils must demonstrate high expectations of presentation
- Sp is used for children to address their spelling (as per the marking code). This can be used in one of 3 ways: 1) Sometimes sp will be written in the margin for children to correct themselves. 2) Sp is written at the bottom of the work with the correct spelling for children to copy 3) Sometimes the spelling is given to them for the children to find and correct. Children need to repeat this spelling 3 times.

### **EYFS**

In **EYFS**, feedback is often linked to shared sustained thinking in order to extend children's learning. High quality questioning should be used to provide children with appropriate extensions and next steps. Children should then be able to demonstrate their ability to act on feedback in the learning environment or as part of a directed task.

A writing grip self-reference display should also be visible in every classroom in EYFS, which demonstrates assessment of children's pencil grip. Children are encouraged to check their grip in advance and during writing sessions.

A stamp indicates if the work has been 'supported or independent.'

Feedback is largely verbal in the EYFS; evidence of feedback may be shared in the following ways:

- Observations capture the learning that has taken place and any feedback provided to children. Next steps are sometimes identified as part of these.
- Pupil discussions – these may be recorded to show the conversations children have had with another pupil or an adult, especially where shared sustained thinking is evident and children have acted on a target or feedback.
- Annotations – staff annotate what children have said and sometimes identify next steps on recorded work.

### **Equal Opportunities**


Our marking will reflect the school's Equality Information and Objectives and the SEND Policy

This policy should be read alongside the school's subject specific policies and school curriculum.






**“Good feedback causes thinking”. (Black and Wiliam, 2003)**



## Appendix 1: Marking Codes

|   |  |
|---|--|
| ✓<br>. pink dot if not achieved   | Learning Objective achieved                                |
| <u>Underlined . O *</u>   | Identified error   |
| sp  | An incorrect spelling needs attention                      |
| P.  | Punctuation needs attention                                |
| //  | New paragraph  |
| ^   | Insert word here   |
| ✓   | Good/correct   |
| T/TA  | Teacher/teaching assistant support                         |
| VF  | Verbal feedback given with reference to the feedback given |
| HP  | House Point awarded  |
| initials  | Marked by someone other than the class teacher             |
| 😊   | Well done, you have been successful                        |
| Purple Pen  | Self-Assessment  |
| Challenge  | Gap Task/next steps  |

## EYFS/Year 1&2 Marking stamps

|   |                                |
|---|--------------------------------|
|  | Remember your capital letters  |
|  | Finger spaces                  |
|  | Full stops                     |
|  | Listen out for your sounds     |
|  | Practise your letter formation |

## Appendix 2: Presentation Protocols

High standards of handwriting and presentation should be maintained in all pieces of work. Each year should be following their own guidelines, plus those of the year before. Where this is cause for concern, teachers should indicate this in feedback.

### In Reception we will:

- Always try our best with our writing and presentation
- Work towards using a tripod grip when writing.
- Write in pencil in our books.
- Try hard to make our letters evenly sized and correctly formed.

### In Year 1 we will:

- Hold our pencil using a tripod grip
- Start from left to write when we are writing
- Always try our best with our presentation
- Put a neat line through any mistake with a ruler
- Try our best to remember capital letters, full stops and finger spaces in our writing.
- Put our name on our work to show others how proud we are of our achievements
- In our maths books, we will put one digit in one box.
- Put the long date on our English work and the short date on our Maths
- We will write on the line
- We will always write in pencil in our books
- Stick our work in books neatly

### In Year 2 we will:

- We will always try our best with our presentation
- Always use a sharp pencil
- We will form our numbers and letters accurately
- We will try to write in a neat cursive style
- In our maths books, we will put one digit in one box.
- Put the long date on our English work and the short date on our Maths
- Cross out using a neat line
- Edit own work checking for some spelling, grammar and punctuation errors

### In KS2 we will:

- We will always try our best with our presentation
- Make a considered choice on the most appropriate tool to complete our work
- Use cursive script
- Use paragraphs when appropriate
- Use a ruler for underlining
- Edit own work checking for spelling, grammar and punctuation errors

### Appendix 3: The three common stages of feedback

| Type of feedback  | What it looks like in practice:   |
|-------------------|---|
| Immediate or live | <ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• Misconceptions are addressed in the moment</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>• May include highlighting/annotations according to the marking code</li> <li>• Collaborative development of a piece of work through self and peer assessment</li> <li>• WAGOLs and models will provide 'live' support</li> </ul> |
| Summary           | <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>• May re-direct the focus of teaching or the task</li> <li>• May take form of self or peer – assessment against an agreed set of criteria</li> <li>• May be used to guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>   |
| Review            | <ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read/respond to</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.</li> <li>• May lead to targets being set for pupils' future attention, or immediate action.</li> </ul>   |