

Feedback and Marking Policy

Review Date: September 2025



Defence Children Services

Rationale:

Episkopi Primary School is committed to challenging, responsive teaching that seeks to meet the needs of all pupils. Effective, high-quality and timely feedback is central to this. This policy, informed by the best available evidence, sets out our approach to feedback.

Aims of the Policy

The aims of this policy are to:

- explain how teachers provide feedback to pupils.
- provide clarity and consistency in expectations.
- ensure our focus remains on quality feedback which has an impact on progress and learning.
- ensure due consideration is given to the manageability of feedback to ensure there is no negative impact on teacher workload and well-being.

This policy will outline how we intend to ensure all marking is **meaningful, manageable** and **motivating**.

Definition of feedback

Within this policy, feedback is defined as the actions taken by members of school staff to provide children with useful information about their academic performance and a clear understanding of how to improve and make progress. Throughout, the term feedback will be used to encapsulate:

- the recognition and praise of work;
- marking and corrections of work;
- and the presenting of support and next steps for the pupil.

In all of these cases, feedback is usually verbal.

Purpose of feedback

Our policy has, at its core, a number of key principles, which are that:

- feedback should be age-appropriate and motivating.
- assessment and subsequent feedback will enable staff to gauge the impact of teaching and support progress
- all feedback will be meaningful to the pupil and appropriate to the task/subject area.
- our approach will be informed by research: from expert organisations and educationalists to our own school-based action research.
- we will prioritise high-quality planning and teaching above overly-detailed written feedback. In this way, it will remain manageable.
- written feedback will be accessible to and appropriate to the child's age and ability

Strategies and Processes

We recognise that all assessment must impact on planning and teaching and learning to have impact on children's progress and we continually reflect upon which of our practices, strategies and processes do this most effectively. If written feedback is used, it should be short, sharp and to the point so that it is helpful to children.

We expect all pupil work produced to be looked at and reviewed as part of daily, ongoing assessment. Teachers use this information to inform the actions they take to support pupils to make progress (e.g. immediate verbal feedback; planning whole-class lesson input; planning targeted individual support). We do not require that pupil work has a written comment from the teacher as this may not be the most effective or efficient way of supporting a pupil to make progress. Children will be afforded the opportunity and support to effectively respond to feedback. Children may also have the opportunity to appraise and provide feedback to their peers.

Live marking:

Live marking involves the teacher providing timely and accurate feedback to the pupils during a lesson through oral feedback to individuals or groups and/or marking in the form of annotations or the use of codes etc. It also includes observations and subsequent whole class or group responsive teaching. This enables feedback to be given at the point closest to learning to ensure feedback is most effective in promoting improved outcomes and progress. Research and expert opinion suggest that 'closing the feedback loop' in this way greatly heightens the impact of the

feedback given. Live marking does not involve children waiting in line for their work to be marked in class by an adult.

Whole Class Feedback:

Whole class feedback is most often given orally to the class, and is recorded by the class teacher on a feedback proforma. It is used particularly where an area for development or next step has been identified by the teacher and may also link to a review of the teaching structure. See **Appendix 3** for a tool that some teachers use to plan their whole class feedback.

Success criteria

Success Criteria can be given or co-constructed with pupils to give them the step to success towards the lesson objective. These can also be used when evaluating learning, identifying successes and generating next steps.

Written Feedback:

Written feedback is given at the level appropriate to the age and stage of the child and may be given using the schools' marking code. If written feedback is used, it should be short, sharp and to the point so that it is helpful to children. Where written feedback is given, time is given for children to read and respond to the comment.

Peer Feedback:

On some occasions, children will have the opportunity to offer feedback to their peers. We acknowledge that in order for this to be used effectively as a strategy which has a positive impact on outcomes and progress, children need support to develop this. Peer feedback will be structured by the teacher so that children engage in an opportunity to provide feedback to their peers in a targeted and specific areas.

Key Stage Information

EYFS

In the early Years Foundation Stage, feedback is given to children mainly through oral feedback. Written comments are mainly to inform teacher assessment, share assessment information between colleagues or as records for outside agencies. Children may be awarded stickers. A key focus of the Early Years curriculum is on embedding key skills (linked to phonics, handwriting, early number skills etc.) and the focus of feedback and marking reflects this.

Key Stage 1 and 2

Please see the marking code in appendix 2. In Key Stage 1, a maximum of 2 to 3 spelling errors per piece of work will be identified.

In Key Stage 2, a maximum of 4 spelling errors per piece of work will be identified. This code will be used in the margin to encourage children to spot their own spelling mistakes as children become more confident/able.

Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently applied, 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 for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENCO has responsibility to ensure that the policy is appropriately adapted and implemented for SEND pupils. It is the responsibility of the Head teacher and members of SLT to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Effective feedback and marking 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
- support for pupils to read comments
- recording verbal feedback and response.

Such requirements should be identified in a pupil's ISP as required.

Impact of feedback

The impact of feedback is seen in the progress pupils make. This is evaluated regularly through a range of activities, including: collaborative curriculum review meetings, pupil interviews, assessment weeks, pupil progress meetings and learning walks.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupil's outcomes. Work scrutiny will be used to monitor consistency across school and impact of the policy on pupil outcomes.

Policy evaluation and review

The policy is reviewed every 3 years, or more frequently as required.

- Date of last review: September 2022
- Date of next review: March 2025

APPENDIX 1: FEEDBACK STRATEGIES

STRATEGY	Within contact time?	Outside contact time?	OVERVIEW
Whole class feedback	Y	Y	After observing levels of success in a learning activity (or after scanning through a class set of work), the teacher delivers direct feedback to the whole group. This will typically involve sharing examples of success and giving clear advice on how to improve. Often, the advice will include teacher modelling.
One-to-one	Y		The teacher gives verbal feedback to an individual child. The child is given the opportunity to act on the feedback as soon as possible.
Self-review	Y		The child reviews their own success in a learning activity. They often identify what they have done well and where they can improve. In mathematics, pupils will check their own answers and review their 'working out' when an answer is incorrect.
Peer feedback	Y		Children give feedback on a specific area of the learning of another child in the class. This can take many forms and can be verbal or written.
Live marking	Y		During lessons, teachers give immediate feedback to children whilst they are completing learning activities. This may be verbal or written and is given at the point of learning, not with children waiting for books to be marked. It can be as simple as the teacher walking past a child and ticking a correct answer – this tells the child they are being successful, or may involve the teacher provide short models for children during a learning task. This will be recorded in eth child's book. Live feedback is not children lining up for feedback from a teacher.
Fix-it time	Y		Directed time at the beginning of a lesson (or at another suitable point in the school day) for pupils to act upon feedback they have been given.
Reactive review	Y		A 'follow-up' group activity to deliver feedback to a small group of pupils who have similar misconceptions (or who have made similar mistakes). The children will typically review the learning with the adult and then have another opportunity to apply it.
Written feedback	Y	Y	Written feedback in pupil books. When written feedback is given, it will usually be clear 'next steps' so the pupils understand what to do to improve. This will not be vague or personal. Occasionally, the teacher may model a technique/method or write messages of encouragement.
Marking ladders	Y	Y	These set out clear ingredients for success (success criteria). Children assess their own success and teachers then make the same judgements.
2-minute meetings	Y		The teacher meets with the child for 2 minutes on a regular basis (e.g. once every two weeks). The child is asked to talk through their successes (they may show examples) and the teacher sets out clear priorities for improvement going forwards. The child is challenged to bring evidence to the next 'meeting' to show they have worked on this priority.




Marking and Feedback – a summary

Work should be marked in **green**:

LSA – LSA supported.

T – Teacher supported.

ST – Marked by a supply teacher.

 Indicates misspelling of key or targeted words
Children will practise the spelling three times.

 Incorrect in maths.

 Correct.

If necessary/where appropriate teachers may use a yellow highlighter to highlight positive aspects of a child's work.

~~mistakes~~ will be crossed out with a simple neat line.

APPENDIX 3: WHOLE CLASS FEEDBACK SHEET

WHOLE CLASS FEEDBACK SHEET

CLASS: _____ **LESSON:** _____ **DATE:** _____

Work to praise and share:	Pupils needing further support:
Standards of presentation:	Basic skills errors to address:
Common misconceptions:	Other notes / priorities for future learning:

Principles

1

Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual *pupil*, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback



- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Methods

5

Carefully consider how to use purposeful verbal feedback



- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

4

Carefully consider how to use purposeful, and time-efficient, written feedback



- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

Implementation

6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.