

Helsby Hillside Marking and Feedback Policy



Based on EEF Guidance: Teacher Feedback to Improve Pupil Learning

Policy Statement

At Helsby Hillside, we recognise that feedback is a core part of high-quality teaching. Effective feedback supports pupils' progress by identifying what they have understood, addressing misconceptions, and guiding next steps in learning.

We aim to ensure our approach to marking and feedback is meaningful, manageable and motivating.

Aims

- To improve pupil outcomes through effective feedback
- To ensure feedback moves learning forward
- To promote pupil independence and self-regulation
- To manage teacher workload effectively
- To ensure consistency across the school while allowing professional judgement

Core Principles

Our policy reflects key EEF principles:

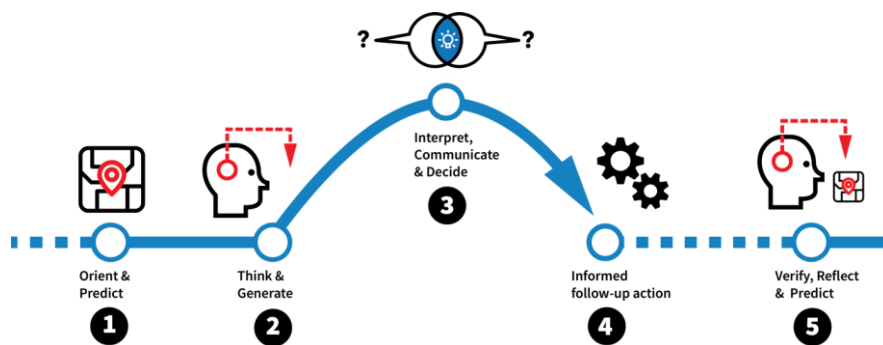
- High-quality teaching underpins effective feedback
- Feedback should be appropriately timed
- Feedback must focus on moving learning forward
- Pupils must act on feedback
- Written feedback should be used selectively and sparingly
- Verbal feedback is highly valuable, but teachers must be aware of its transience

Types of Feedback

- Immediate feedback (verbal/live marking)
- Written feedback (short, focused)
- Whole-class feedback (focused, concise, actionable)
- Self/peer assessment (focused, structured)

Formative Action Loops

- Formative action loops should be the key mechanism by which a teacher systematically checks for pupil understanding.
- We must view formative action as a pedagogical process and not as a form or part of assessment that leads to certification. Moreover, formative action should be a short-cycle process embedded in your lessons (William & Leahy, 2015).



Live Marking

- Live marking involves circulating the room and/or marking 'over the shoulder' as children work. Live marking ensures SEND, disadvantaged and vulnerable groups do not form misconceptions in the early stages of their independent work.

Marking Code

- English and mathematics have their own specific marking code
- Each key stage has a marking code aimed to highlight foundation errors for children to correct and/or improve their work
- Foundation subject marking will mirror English marking for that key stage

Foundation Subjects – Marking

- Where errors relate to foundation skills, they must be identified. These include:
 - Poor handwriting/presentation (including letter/number reversal)
 - Key spellings spelt incorrectly (see below)
 - Basic grammar and punctuation errors – e.g. capital letter use (including proper nouns), full stops, question marks
- Foundation subjects marking must focus on ensuring that the following groups of words are corrected if not spelt correctly:
 - Key vocabulary / technical vocabulary
 - High frequency words / common exception words
 - Words from the Y3/4 or Y5/6 word lists (where appropriate)
- The correct spelling must be written neatly and clearly by the teacher underneath the child's work
- For children whose spelling is a particular weakness, teachers must use their professional judgement to choose a focused selection of words for the child to correct
- This marking policy applies to science, humanities, and RE books across both key stages

Feedback Sheets (see appendices A)

- Feedback sheets for each subject are to be kept together in the booklet provided at the start of each year
- Feedback sheets have been adapted for different subjects across Key Stage 1 and Key Stage 2
- Foundation subjects require a feedback sheet to be completed. These feedback sheets will focus on how foundational skills are being applied across the curriculum

Roles and Responsibilities

- Teachers provide and adapt feedback, ensure the policy is being followed, and complete feedback sheets. Leaders ensure alignment and monitor impact. Pupils act on feedback.

Pupil Response

Adequate time should be provided for pupils to respond to feedback. Pupils are expected to correct errors, improve work and reflect on learning. Teachers must ensure that marking is responded to promptly so misconceptions can be identified quickly before they become persistent. When responding to their work:

- This activity should be termed 'tick or fix'.
- Children corrections should always be done with a purple pen.
- Any corrections should be rewritten above the error with no crossing or scribbling out.
- Any misspellings should be available on children's personalised spelling cards.

Spelling Cards

- Spelling cards are intended to support children's independent spelling
- Children must not write words onto their spelling cards
- Any misspellings identified by the teacher must be added to the child's word card, ready for the next 'fix-it time'
- Teachers should not prefill a word card with common exception words. It is intended to be a bespoke list that the child engages with regularly
- Teachers must use a green pen and exemplify the school's handwriting policy when adding words to a child's spelling card.
- Word cards should be kept in English books

Peer and Self-Assessment

- In Lower Key Stage 2, it may be developmentally appropriate for children to begin marking small sections of their own work.
- When asking children to self- or peer-assess their work, teachers must ensure they are asked to identify one aspect at a time and adopt the 'point and prove' strategy. The focus of this method should be on checking that foundational skills are in place.
- In Upper Key Stage 2, children may move on to identifying elements from success criteria in their own and their peers' work.

Inclusion

- Feedback is adapted to pupil needs. Verbal feedback is prioritised for younger pupils and SEND learners receive tailored strategies.

Monitoring

- Leaders monitor impact on learning, not marking quantity, through book looks, pupil voice and learning walks. However, leaders will monitor books to ensure the marking and feedback policy has been consistently applied. Feedback sheets will also be monitored alongside pupils' books.

Marking Code (see appendices B)

- All marking must be completed in green pen, and no highlighters are to be used. Any corrections children make must be in purple pen only.

Appendices A – Feedback Sheets

[Helsby Hillside Staff - Documents - Feedback Sheets - All Documents](#)

Appendices B – Marking Code

Key Stage 1 – English / Foundation Subjects

- ✓ - Teacher acknowledgement
- / - New sentence
- _____ - Spelling error underlined
- - - - - - - Syntax error / does not make sense*
- ^ - Missing word or punctuation
- ○ - Incorrect capitalisation or letter reversal

*Apply where developmentally appropriate

In Key Stage 1, children copy out the correct spelling on an empty line below their work.

Key Stage 2 – English / Foundation Subjects

- ✓ - Teacher acknowledgement
- / - New sentence
- // - New paragraph
- _____ - Spelling error underlined
- - - - - - - Syntax error / does not make sense
- ^ - Missing word or punctuation
- ○ - Incorrect capitalisation or letter reversal
- SP (in margin) – Indicates a misspelling on that line*
- GP (in margin) – Indicates a grammar or punctuation error on that line*

Year 6 Specific Codes

- . (in margin) – Have another look at this line (there is an error)
- SP x 2 / GP x 2 (in margin) – There are two spelling/grammatical errors on this line

*Apply where developmentally appropriate

In Key Stage 2, children copy out the correct spelling above the incorrect spelling within their work.

Written by:	Steven Caldwell, Deputy Headteacher	September 2026
Approved by:	Teaching and Learning Committee	September 2026
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