

Rainow Primary School

Caring, Learning, Achieving.

Feedback and Marking Policy

Member of staff responsible:
Governor Committee:
Date approved by the governors:
Date to be reviewed:

Headteacher / Mrs Eddie
Teaching and Learning
Spring 2026
Spring 2030

Background / Rationale:

Our Feedback and Marking Policy is the result of over many years of research and development within our school. This process involved:

- Discussions between teachers
- CPD: Clare Sealy 'No More Marking'
- Visits to other schools
- Reading / Research (see References / Further Reading list)
- Pupil interviews
- Staff meetings to share findings
- Trialling of different forms of feedback

Research tells us that:

'Quality improvements on the spot are more meaningful rather than revisiting later.'
Shirley Clarke

'The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning.' Dylan William, *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms*

'Students often learn less when teachers provide written feedback than they do when the teacher writes nothing.' Kluger and Denisi 1996

What is Feedback?

Feedback is information about reactions to a person's performance which is used as a basis for improvement.

When teaching, feedback comes in a variety of forms and should be an integral part of every lesson.

We know that the best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

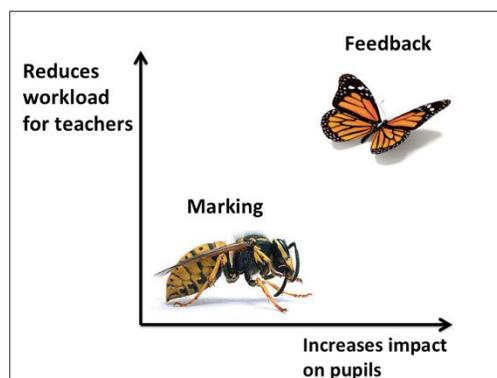
'Effective feedback needs to address one of three major questions asked by the teacher and/or by the student: Where am I going? (What are the goals?) How am I going? (What progress is being made towards the goals?), and Where to next? (What activities need to be undertaken to make better progress?)', Hattie 2011.

Therefore, feedback is effective when it is **timely** (not too late after the task), **frequent** (not too scarce) and **acted on** (not ignored). Research shows that pupils who receive instant feedback go on to improve their work and make better progress. This feedback should be **meaningful, manageable and motivating (EEF)**.

Marking is not the same as feedback.

There is no proven research that shows that long 'deep' or 'focused' marking has a positive impact on pupil outcomes. Often, for younger children, marking can be confusing or too hard for them to read.

Sean Harford (OFSTED) in one of his myth busting articles noted that,



'...both the [Department for Education Workload Review group on marking \(March 2016\)](https://educationinspection.blog.gov.uk/2016/11/28/marking-and-other-myths/) and the [Education Endowment Foundation \(April 2016\)](https://educationinspection.blog.gov.uk/2016/11/28/marking-and-other-myths/) reported, there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning. (<https://educationinspection.blog.gov.uk/2016/11/28/marking-and-other-myths/> 28/11/16)

The **quantity** of marking should not be confused with the **quality** of marking. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Principles of Feedback

The Education Endowment Foundation 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.*
- *Put the onus on students to correct their own mistakes, rather than providing correct answers for them.*
- *Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.*

The sole focus of feedback and marking should be to further children's learning.

Feedback Aims:

For the Children:

- To help pupils make progress and to provide strategies for pupils to improve.
- To empower children to take an increasing level of responsibility for improving their own work. Pupils should be given time to reflect upon their learning and put effort in to make improvements. They should be encouraged to do the hard thinking.

'The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.' Dylan Wiliam, *Embedded Formative Assessment*.

- To encourage pupils to have a sense of pride in their work and reward effort and achievement whilst raising self-esteem and aspirations.
- To promote self-assessment, expecting pupils to recognise their difficulties and accept guidance.
- To provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

For the Teacher:

- To diagnose problems and difficulties.
- To help the teacher keep track of pupils' progress and standards of attainment and to provide feedback in the effectiveness of teaching and learning.
- To inform planning and structure the next phase of learning. Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- To ensure 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.
- To ensure feedback is proportionate to the task/learning and does not become over-burdensome for recipient or donor.

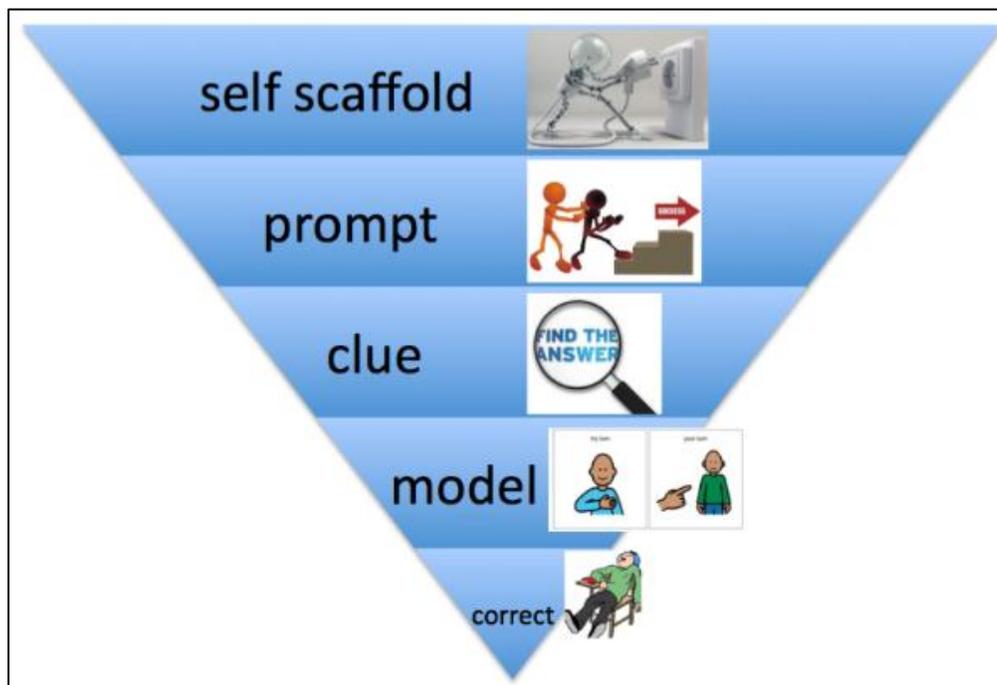
Feedback in Action

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching.
2. Summary feedback - at the end of a lesson / task.
3. Next lesson feed forward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished ('RESPONSIVE' TEACHING).
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

NB. The type, level and depth of feedback and/or marking will be dependent on the pupil's age and ability.

Teachers and Teaching Assistants at Rainow aim to adopt the proportionate approach outlined in the Feedback Pyramid below each time they work with children:



The table below exemplifies each section of the Feedback Pyramid. These are examples of strategies our teachers and teaching assistants might employ.

	Child's responsiveness to feedback	Methods / Examples of feedback
Self Scaffold	Can work independently after teacher input	<ul style="list-style-type: none"> • Whole class verbal feedback using whole class feedback formats, either on the board or using teacher's notes for the lesson. • Self-assessment after teacher input. • Use the success criteria to self-assess after teacher input. • Teacher stops mid-lesson to give verbal feedback.
Prompt	Needs a prompt – brief hint about what needs work	<ul style="list-style-type: none"> • Work with partner to support them / have conversations about improvements. • Teacher stops mid-lesson to put examples on the board using visualizer / iPad (mini-plenaries). • Verbal feedback within the lesson in a group or individually.
Clue	Needs some clues- narrow down where problems lie without being too specific	<ul style="list-style-type: none"> • Use symbols to direct them to particular aspects of whole class feedback on the board. • Using written marking code to be more specific about the error (see Appendix B – Marking Codes). • Using board challenges to give examples of improvements and child chooses from these examples. • Cooperatively improved with some teacher input.
Model	Needs modelling- showing how to correct errors before working independently	<ul style="list-style-type: none"> • Teacher models improvements to a group of children with similar errors, then children work independently.
Correct	Tell them exactly what to correct and where	<ul style="list-style-type: none"> • Teacher includes written comment, telling them what to improve. • Teacher working with individuals to support them to make improvements. • Highlight the work exactly where the improvements need to be made.

We are aware that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers will not assume that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will plan in opportunities to get feedback at some distance from the original teaching input when assessing if learning is now secure.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching (RESPONSIVE TEACHING).

Other Agreed Feedback and Marking Expectations / Strategies

As stated above, we recognise that there are a variety of ways to give feedback, and teachers are given autonomy to choose what they believe is the most suitable form, depending upon the child and context (also see Appendix A – Teachers' Feedback Toolkit).

The following are a set of expectations / strategies that all teachers have agreed upon when feeding back on children's work:

Teachers agree that:

- Feedback will be linked to learning objectives and help children to improve their understanding.
- Feedback given to children will be spoken, written, peer or self-assessment.
- Peer and self-assessment techniques will be modelled and taught at a developmentally appropriate level so that children can complete work to the highest standard.
- The majority of children's work will be physically checked / marked by a class teacher or teaching assistant. The expectation is that work will be marked if the feedback can support the child's progress. (n.b. there may be independent or incidental pieces of work which do not require teachers to physically check or mark).
- The depth of feedback / marking will differ depending on the task, age-group and context.
- Children will use constructive feedback to make improvements in their work in a purple pen (Y2 and above):
 - Purple pen response is expected when feedback has been given
 - Not every piece of work needs a written or recorded response
 - Sometimes the response is in future lessons, not the same page
 - The aspiration is for children to be able to talk about how and why they have improved their work.
- Feedback will be motivating: it should help children to make progress. We will value a child's efforts and achievement and celebrate success.
- Feedback must be acted upon and its impact can only be measured by the response to it.
- Our Marking Code (see Appendix B) will be used as a tool, not a requirement, and only where it supports pupils' understanding and independence, according to age, task and subject.
- High expectations are evident for presentation of work in books (proportionate to the task).

What you would typically see in books

In our school, the **impact of feedback is seen in pupils' learning over time**, not in the volume of written marking. Books should demonstrate that pupils are being supported to understand what they have done well, what they need to improve, and how to move their learning forward.

When reviewing books, leaders, staff and external visitors should expect to see:

- **Evidence of improvement**, such as:
 - Edited or improved work
 - Corrections following feedback
 - Re-attempts of similar tasks
- **Clear links to learning objectives or success criteria**, showing feedback is purposeful.
- **Pupil response to feedback**, for example:
 - Improvements made in a different colour (purple pen)
 - Dedicated reflection or "fix-it" sections
 - Follow-up work in subsequent lessons
- **A range of feedback approaches**, including:
 - Verbal feedback (sometimes indicated by a simple symbol or initials)
 - Whole-class feedback
 - Limited but purposeful written marking, including short written next steps / targets
 - Peer or self-feedback where appropriate

The absence of extensive written comments does not indicate a lack of feedback. Instead, **effective feedback may be immediate, verbal or whole-class**, and its impact is visible through pupils' progress and growing independence.

Monitoring and Review

The Headteacher and subject leaders will monitor the impact of this policy during lesson visits, learning walks, pupil interviews and work scrutinies.

This policy will be reviewed every 12 months and formally updated every 4 years.

Links to Other Policies

This Policy should be read in conjunction with the following:

Teaching and Learning Policy

Assessment Policy

References/Further Reading:

Black & Wiliam *Inside the Black Box: Raising Standards Through Classroom Assessment* (1998)

David Didau <https://learningspy.co.uk/featured/getting-feedback-right/>

EEF *A Marked Improvement?* April 2016

Jeremy Hannay (Three Bridges Primary) <https://www.teachwire.net/news/how-to-stop-marking-taking-over-your-life>

Hattie *Visible Learning* Nov 2008

Hattie *Feedback in Schools* (2011)

Hattie & Clarke *Visible Learning: Feedback* Aug 2018

Hattie & Timperley *The Power of Feedback* (2007)

Nottingham *Challenging Learning: Feedback* Feb 2017

Clare Sealy <https://primarytimery.com/>

Wiliam *Embedded Formative Assessment* Oct 2017

See Appendix A for Rainow Feedback Toolkit

See Appendix B for Teacher Marking Codes

See Appendix C for Sentence Checkers

APPENDIX A – RAINOW FEEDBACK TOOLKIT

The most effective feedback is just feedback that our students actually use in improving their learning.

William & Leahy 2015

Quality improvements on the spot are more meaningful rather than revisiting later.

Shirley Clarke

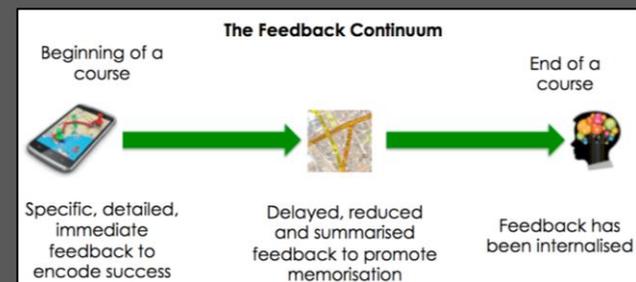
Purpose of feedback:

- Why has the work been marked?
- Who is it for?
- Can the child access the feedback given?
- Is this marking necessary?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?

Different types of Feedback:

Do less, but better.

Structuring & adapting feedback:



Type	What it looks like	Possible strategies
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including whiteboards, books etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a TA to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to marking codes 	<ul style="list-style-type: none"> • Progress Sweep: teacher aims to check in with every child. • Dot Marking: teacher draws a dot where they would like a child to revisit success criteria and improve • Responsive teaching: verbal feedback throughout. Learning is moved on earlier or groups revisit • Hot marking: comments in books during lesson • Reminder, scaffold, example: structure for effective verbal feedback • Teacher Modelling: use a visualiser/iPad to highlight misconceptions/good examples • Self-checking: pupils use prompt /answer sheets to mark their own work and get immediate feedback during the lesson • Give Answers: teacher shares answers with whole class/group and could also model strategies • 1:1 workshops/conferences: teacher and pupil discuss learning together to edit and improve
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of self- or peer-assessment against an agreed set of criteria • May take the form of a quiz, test or score in a game • In some cases, may guide a teacher's further use of review feedback, focussing on areas of need 	<ul style="list-style-type: none"> • Plenary: group/class evaluation against success criteria • Green box marking (Burning Questions): pupil draws a green box around the section of work they would like to discuss with teacher • Exit Cards: pupils request feedback through use of colour coded RAG trays • Gallery critique: children use post its to give feedback to their peers as they walk around the classroom. Children decide which feedback to use to improve their work • Checklist Self-assessment: children use success criteria to reflect on and improve their work • Self-review: pupils use sentence starters to reflect upon their learning (<i>NB: skills for this to be effective need explicit teaching</i>) • Peer-marking: the criteria for peer-marking is kind, specific and helpful (<i>NB: skills for this to be effective need explicit teaching</i>) • Self-checking: pupils proofread and error check their own learning
Review <small>FEED FORWARD The next step is the next lesson</small>	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read and respond to • Provides teachers with opportunities for assessment for learning • Leads to adaptation of future lessons • May lead to targets being set for pupils' future attention or immediate attention <p>WRITTEN FEEDBACK SHOULD ONLY TAKE PLACE IF IT CLEARLY IMPROVES STUDENT ACHIEVEMENT AND SHOULD FOCUS ON SUCCESS AND SPECIFIC IMPROVEMENT SUGGESTIONS FOR THAT PIECE OF WORK (Hattie & Clarke)</p>	<ul style="list-style-type: none"> • Corrective Review (Whole Class Feedback Sheet): notes are made on strengths, common issues and teaching points. This informs planning/next steps. Follow-up feedback lesson. • Pre-teaching: a small group or individual access some learning prior to the lesson to ensure they can access new concepts • Corrective teaching: a small group or individual have an additional session after the lesson where they need additional support to achieve the learning intention • Whole class or group editing sessions: focus on editing and improving work. Teachers model this using visualiser/iPad to share good examples and identify common misconceptions • Yellow box marking: teacher draws a yellow box around the section they would like the child to review • Flap marking: children re-draft a section of work on a flap of paper over the original draft • Workwatch: SLT and teacher evaluate a small group of pupils work daily/weekly. Feedback is given individually. • Editing Stations: pupils work on a specific and focussed question that allows them to edit/improve work • Marking Codes: Pupils correct mistakes highlighted by teacher using a set of agreed/shared codes • A Grade Marking: Teacher only looks at work when it is of the agreed/expected standard
Summative		<ul style="list-style-type: none"> * 'Check It' activities * Online quizzes * End of unit or term tests/

APPENDIX B – RANOW MARKING CODES

- The following Marking Codes should will be used as a tool, not a requirement, and only where it supports pupils' understanding and independence, according to age, task and subject.

Y1 / 2 FEEDBACK CODES

 - CAPITAL LETTERS
Capital/lower case letters

 - FINGER SPACES
Finger spaces

 - FULL STOPS
Full stops

 - JOIN HANDWRITING
Join handwriting

 - SPELLING MISTAKE

G – GUIDED I – INDEPENDENT

VF – VERBAL FEEDBACK

Y3/4 FEEDBACK CODES

CL = CAPITAL LETTER

 = CHECK PUNCTUATION

^ = SOMETHING IS MISSING (INSERT)

? = READ & CHECK IT MAKES SENSE

 = SPELLING MISTAKE

// = NEW PARAGRAPH

* = ADD SOME MORE DETAIL HERE

HW = JOIN / IMPROVE HANDWRITING

★ or ✓ = Successes  T = Target / Next Steps

DUMTUMS = DATE, UNDERLINE, MISS A LINE
TITLE, UNDERLINE, MISS A LINE, START

SM - SELF MARKED VF - VERBAL FEEDBACK
G – GUIDED I – INDEPENDENT

Y5/6 FEEDBACK CODES

● = FIND YOUR ERROR!

○ = CHECK HERE

? = READ & CHECK IT MAKES SENSE

CL = CAPITAL LETTER

 = SPELLING MISTAKE

 = CHECK PUNCTUATION

// = NEW PARAGRAPH

^ = SOMETHING IS MISSING (INSERT)

BW = CHOOSE A BETTER WORD

* = ADD SOME MORE DETAIL HERE

HW = JOIN / IMPROVE HANDWRITING

[x...x] = SECTION NOT NEEDED

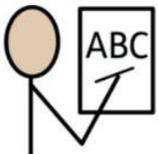
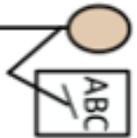
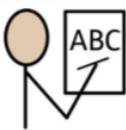
★ or ✓ = Successes  or T = Next Steps / Target

DUMTUMS = DATE, UNDERLINE, MISS A LINE
TITLE, UNDERLINE, MISS A LINE, START

SM - SELF MARKED VF - VERBAL FEEDBACK
G – GUIDED I – INDEPENDENT

Appendix 3 – RAINOW SENTENCE CHECKERS

Sentence Checkers should be used as a tool to support children’s learning. The aspiration is that the children are taught how to use them in order to proof read, edit and improve their writing. (Reception Class and Year 1 use a simplified version of the year 2 checker as a class resource).

Year 2 - Checklist					
 Full Stop	ABC Capital Letter	 Finger Space	 Spelling	? Does it make sense?	 Check with an adult
Sentence Checker LKS2	 Capital letters in the correct places	 Spelling	. , ? ! ' " ” Appropriate punctuation	 Does it make sense?	 Joined handwriting
	UKS2 Sentence Checker - Every piece, every time:				
					
Appropriate punctuation.	Spelling	Legible, joined handwriting.	Makes sense.	Correct tense.	Voice? Formality?