

Newhampton Church of England Schools Federation

Marking & Feedback Policy

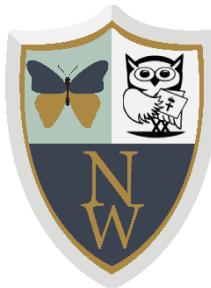
Newtown Church of England Primary School

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Welshampton Church of England Primary School

Agreed by the FGB Spring 2026

Review by Spring 2028



Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine” Matthew 5:16

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

Rationale

We believe that feedback should provide constructive guidance and motivation for every child and teacher. The feedback that we give is focused on success and improvement needs that are assessed against specific learning intentions, as well as broader development. Through our feedback to children we enable them to become reflective learners who have the support needed to close the gap between current and potential performance.

Our policy is underpinned by the evidence of best practice from the **Education Endowment Foundation** and other expert organisations. 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
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As a school we aim to avoid onerous written marking that has little impact. We emphasise effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our core principles:

- **the sole focus of feedback and marking should be to further children's learning**
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability; In-depth written comments are used sparingly so that they have impact
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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 pupils' work should be reviewed by teachers at the earliest appropriate opportunity, notably the same day, so that it might impact on future learning. When work is reviewed, it should be acknowledged in books with initials.
- feedback should always be motivational, encouraging and acknowledging of the effort made
- clarity of feedback should be enhanced with the use of technology when available

Feedback and Marking in practice

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. Feedback occurs at one of three 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. 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, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Types of Feedback

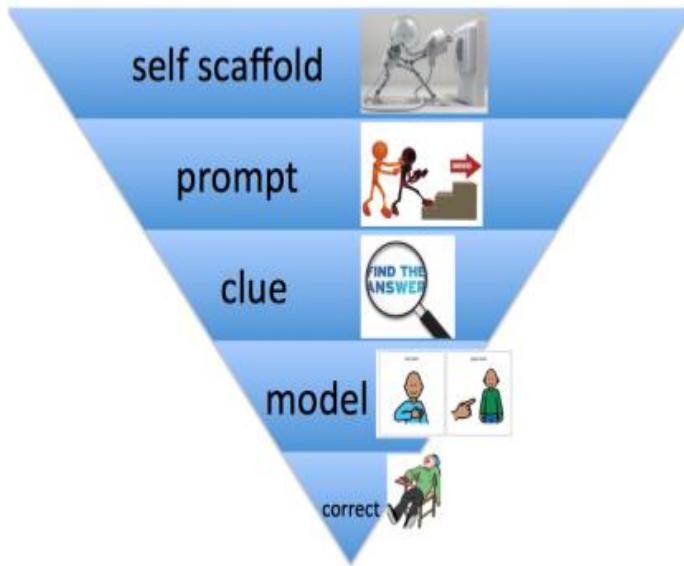
Type of Feedback	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve use of a teaching assistant to provide support or further challenge• May re-direct the focus of teaching or the task• May include highlighting / annotations / modelling• Will involve identification of basic errors	<p>Lesson observations / learning walks</p> <p>Evidence of annotations or use of marking code/highlighting</p> <p>Responsive lesson design</p>
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• Regularly takes form of self- or peer-assessment against an agreed set of criteria• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need• Teaching assistants will complete section of feedback sheet relating to individual/group/children they have been working with	<p>Lesson observations/learning walks</p> <p>Responsive lesson design</p> <p>Some evidence of self- and peer-assessment</p> <p>Maybe reflected on feedback sheets</p> <p>May be reflected in selected focus review feedback</p>
Review	<ul style="list-style-type: none">• Takes place away from the point of teaching by the teacher	<p>Acknowledgment of work completed</p> <p>Lesson feedback sheet completed</p>

	<ul style="list-style-type: none"> • Will always: <ul style="list-style-type: none"> ○ involve a review of work completed in class throughout lesson and completion of feedback sheet by the teacher ○ identify patterns in children's learning / understanding • Will almost always: <ul style="list-style-type: none"> ○ result in pieces of class work being selected to praise and share (marked with pink highlighter) ○ result in pieces of class work being selected to share for further development (marked with green highlighter) ○ form the first part of the following lesson ○ identify individual children who require individual feedback the following lesson ○ be enhanced with the use of technology for clarity and modelling – notably through the use of screen mirroring / use of annotation of children's work • Will regularly: <ul style="list-style-type: none"> ○ result in spellings (no more than 3 per piece) requiring repetition at bottom of work • May occasionally involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings/action</p>
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The type of feedback used for a task should reflect the aim of the task set. It should relate to the Learning Objective, which will be shared with the children. Basic errors should always be identified in all subjects regardless of lesson objectives.

Feedback should be modelled and children given clear strategies for improvement e.g. 'closing the gap' approaches. Feedback should be short-term and easily addressed by the children. To help the child to know how to make necessary improvements within class adults rely upon the following improvement model:

Nothing to see here Move on...
Meaningful Look So now what have you got to do?
Use of Resources Would it help if you looked at the success criteria/100 square/working wall?
Re-Teach Re-teaching the concept or information.
Last Resort Tell the child what to do (still expecting them to use strategies available to them)



Marking Approaches

All work will be acknowledged by class teachers with their initials. In addition, this may be through simple symbols such as ticks or a feedback stamp. Children working in a focus group (with an adult) will be given feedback by the teacher or teaching assistant during the lesson – and summarised on feedback sheet. This may be written or verbal. Work in other books will be acknowledged accordingly and will only contain a written comment when it will have a direct impact upon learning. We strongly believe that tokenistic comments that are forced and/or trivial can be distracting for children and unmanageable for staff – for example, 'well done' 'great work' or a repetition of LO.

Review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Target Setting and reviewing progress

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In nearly all cases this will be in the form of class feedback given at the start of the following lesson with modelled examples.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. It is an expectation that large percentage of this will be when 'live marking'. Basic errors – in line with age-appropriate expectations - should always be identified with a green pen. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
Green highlighter mark	Work to be shared for the further development of others
Pink highlighter mark	Work to be shared to model good / outstanding work for the further development of others.
Sp.	Spelling correction needed / practise this word – at bottom of work. Nearly all pieces of written (in any subject) work will have up to three spellings identified for the children to practice.

Further Guidance

- All staff must follow Presentation Policy
- Children must use a purple pen to edit or correct work
- Staff must use a green pen when mark making on children's work – there should be clear evidence of pupil / teacher / teaching assistant interaction with the visibility of green staff mark making which has identified basic errors, scaffolds/supports improvement and next steps.
- Pupils should not rub out incorrect answers or errors in drafts. Neatly ruling through an error allows the children to demonstrate their improvements and allows the teacher to identify initial error in methods.
- High quality presentation and secretarial skills should be encouraged at all times. Feedback regarding presentation should be regular e.g. every lesson.
- When giving feedback, all subjects are valued equally. This policy should be applied at all times.
- Maths answers will always be marked individually.
- Specific question / answer type activities will always be marked individually.
- Age-appropriate spelling and punctuation are considered in all work, but not to the detriment of the intention or the child's confidence. A maximum of three spellings will be corrected at the end of each piece of work. Pupils to 'fill the line'.
- Support Staff are required to feedback as explained within this policy.
- Supply teachers must follow the whole policy and should initial work that they have marked.
- All feedback sheets must be kept in a class feedback folder and must be available when requested for monitoring purposes.