



Stroud Valley Community Primary School



Marking and Feedback Policy

Purpose

To ensure feedback leads to improved pupil learning while maintaining a manageable workload. The school adopts an evidence-informed approach, recognising that feedback is most effective when it is timely, specific, and acted upon.

Principles

- Feedback should **improve learning**, not just record it
- Feedback should be **timely, specific, and actionable**
- Pupils must **respond to feedback**
- Marking must be **proportionate and sustainable**
- There is **no expectation for a specific frequency or format**
- Teaching should be **responsive to pupil need**, including through flexible grouping

Approach to Feedback

1. Responsive Teaching

- Verbal feedback and live marking are prioritised
- Misconceptions are addressed timely
- Teachers adapt teaching in real time
- Flexible grouping is used to support, challenge, or reteach
- A Teacher Assessment Book (TAB) should form the basis for planning the next day's lessons and altering any plans that had previously been made so that all children can achieve the lesson objective the following day. For example, it may become clear that more time is needed on the same lesson objective tomorrow to consolidate and practise what the children learnt today. High quality assessment for learning will mean that teachers have a stronger, more accurate understanding of what children can and cannot do. Written marking is minimised as we want teachers spending more time planning and altering future lesson than marking previous lessons. TABs are kept out so all stakeholders can quickly pick up and support children. Comments in TABs are kept brief so that teaching time is not lost. TABs and teacher's knowledge of assessment will allow teachers to plan high quality post teaching to small groups and allow teachers to alter future planning.

2. Whole-Class Feedback

- Teachers review work and identify patterns
- Feedback is delivered to the class as a whole
- Pupils complete focused improvement tasks

3. Written Feedback

- Used where it will have clear impact
- Concise and focused (e.g., prompts, questions, next steps)

Pupil Response

- Dedicated time is provided for pupils to respond
- This may include:
 - correcting errors
 - editing and improving work
 - responding to questions
- The impact of feedback is prioritised over its volume

Flexible Grouping and Adaptive Teaching

- Grouping is **fluid and responsive**, not fixed
- Pupils are grouped according to **current understanding of specific content**
- Teachers may:
 - form short-term intervention groups
 - provide immediate reteaching
 - extend learning for pupils ready to deepen understanding
- Groupings may change **within or between lessons**

EYFS, KS1 and KS2 Guidance

EYFS

- Feedback is primarily **verbal and immediate**
- Adults model language, correct misconceptions, and extend thinking
- Observations inform next steps rather than written marking

KS1

- Emphasis on **verbal and live feedback**
- Written feedback is minimal and age-appropriate
- Pupils begin to respond to simple prompts

KS2

- In the moment verbal feedback
- Pupils are expected to engage in **editing and improvement**
- Feedback supports independence and self-regulation

Subject-Specific Guidance

Writing

- Focus on **editing, redrafting, and improvement**
- Feedback targets specific aspects (e.g. sentence structure, vocabulary)

Mathematics

- Immediate correction of misconceptions is prioritised

- Live marking and verbal feedback are key
- Written feedback focuses on addressing errors and reasoning

Consistency Expectations

- All staff follow the same **principles**, not identical methods
- Professional judgement is central
- Feedback approaches may vary depending on subject and task

Monitoring and Evaluation

Leaders will focus on:

- Evidence of **pupil progress over time**
- How effectively misconceptions are addressed
- Whether pupils **act on feedback**
- Staff workload and sustainability

Monitoring does not focus on:

- Quantity of marking
- Frequency of written comments
- Use of specific colours or formats

Roles and Responsibilities

Teachers:

- Provide timely and effective feedback
- Ensure pupils respond to feedback
- Use flexible grouping and adaptive teaching

Leaders:

- Support staff in applying the policy
- Monitor impact on learning and workload
- Provide training where needed

Governors:

- Ensure the policy is implemented effectively
- Monitor impact on outcomes and staff wellbeing

Review Cycle

This policy will be reviewed annually.

Summary Statement

This policy reflects evidence from the Education Endowment Foundation and guidance from Ofsted, prioritising feedback that is acted upon and improves learning. The school emphasises responsive teaching, flexible grouping, and efficient feedback strategies over extensive written marking.